DOCUMENT RESUME

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Homemaking for the Educable Mentally Retarded Girl: In-Service Training Materials for Teachers of the Educable Mentally Retarded.

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Designed for use with educable mentally handicapped girls, the guide stresses the importance of certain homemaking areas. They include grooming and personality, home management, foods and nutrition, clothing, and child care. For each area, an outline of suggested content is provided, specifying sub-units, general objectives, and activities. Sample lessons, additional resource materials, and a list of films and filmstrips are also included for each area. Sixty-one references and additional general resources are listed. Forms are provided for teacher evaluation of the guide. (LE)

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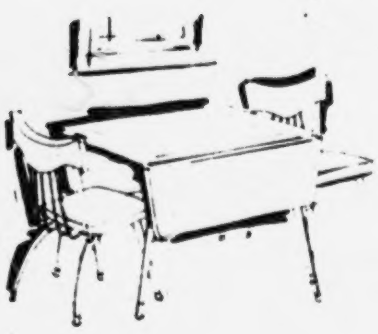
SPECIAL EDUCATION
CURRICULUM DEVELOPMENT CENTER
- an in-service training approach

HOMEMAKING

FOR THE EDUCABLE
MENTALLY RETARDED GIRL



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A COOPERATIVE PROGRAM INVOLVING
THE IOWA STATE DEPARTMENT OF PUBLIC INSTRUCTION
AND THE UNIVERSITY OF IOWA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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IN-SERVICE TRAINING MATERIALS FOR TEACHERS OF THE EDUCABLE MENTALLY RETARDED

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PLEASE NOTE

The evaluation sheets found at the conclusion of this material represent the continuing effort of the Special Education Curriculum Development Center to meet the needs of the Special Class teacher. It is requested that teachers using this material record statements and specific evaluation points as indicated and submit this to the Center.

The time and effort given to this report will be greatly appreciated. You may be assured it will receive serious consideration in structuring guidelines for further development of materials to be disseminated.

INTRODUCTION

The teaching of Homemaking skills should be an integral part of any educational program for educable mentally retarded girls. Most of these girls will marry and assume the responsibility of being a mother and wife. Often, they will seek employment in situations requiring domestic skills. Unless the school program provides experiences geared to the ability level of their group, many girls will find that they are not prepared to handle the many demands placed on them as they marry or seek domestic employment.

In planning this publication, one of the major problems encountered related more to the organization of the material than to the selection of content. This is primarily due to the variety of approaches taken by public schools in meeting Homemaking needs of the educable mentally retarded. Some programs are self-contained and the subject is taught by special class teachers, others are departmentalized but taught by special class teachers. However, the majority of the educable mentally retarded girls attend regular classes or assigned to special class, but integrated with regular students for homemaking experiences. Because of this latter situation, it seems important that the material be designed for use by Homemaking teachers whose basic area of preparation is Home Economics and who have a limited background in special education as well as for special class teachers.

While this document is primarily concerned with Homemaking skills, teachers are encouraged to capitalize on opportunities to teach related concepts and skills. There will be many situations in which students can be given experiences in applying academic skills, e.g. computational skills can be practiced in relation to budgeting, and reading in terms of using recipes.

Homemaking teachers having girls from special classes assigned to their classes will want to work closely with the special class teacher. Follow-up assistance by special class teachers may be in the form of helping the student complete a project or relating class work to topics being considered in the Homemaking class.

ORGANIZATION OF CONTENT

The areas of Homemaking considered are very similar to those covered in most Homemaking classes for regular students at the junior and senior high level. This includes personality and grooming, home management, clothing, foods and nutrition, and child care. The emphasis in these areas is on suggesting specific experiences which are important and of interest to retarded girls. Each contains a specific outline which suggests a variety of subtopics which should be taught. Sample lessons are included as examples of how a lesson might be organized and the level of difficulty which could be considered reasonable of the retardate. An extensive listing of resources is also presented for each area.

The guide is not intended to be a course of study, rather its purpose is to stress the importance of certain areas of Homemaking to the education of the mentally retarded and to offer suggested activities and resources. It is anticipated that the special or regular Homemaking teacher will use her own creativity and knowledge of the subject to enrich and expand the teaching of this material.

The nature of the content and activities related to Homemaking contributes to the popularity of student projects. Although it is not practical to include detailed examples of projects, a separate packet of materials for use by students has been prepared. It includes material for duplication, circulars, as well as handouts which may be used in the development of a student notebook. The notebook project is strongly recommended. Again, as in the basic guide, the teacher is asked to add to the material and with the students construct a meaningful notebook. Many of the materials can be used to make ditto masters or transparencies for instructional use. The packet is presented separately from the document and is entitled "Duplication Materials to Accompany *Homemaking for the Educable Mentally Retarded Girl*." Specific suggestions for using these materials appear in the teacher's guide.

PERSONALITY

GOOD GROOMING

I. Topic: GOOD GROOMING AND PERSONALITY

II. Importance of Unit

Few girls exist who do not want to appear more attractive in personal grooming and makeup and in being well-dressed. What woman can resist "pretty clothes"? The "tom-boy" or the carelessly dressed girl may have given up in despair in her own opinion of herself, but can be drawn into a self-improvement program.

A unit on personality and good grooming offers a chance for a "getting acquainted" between teacher and students.

III. Suggested Sub-Units

Clothing

Effective Speech

Posture

Diet and Nutrition

Manners

Exercise

Skin Care

Teeth (Care of)

Hair (Care of)

Hand and Nail Care

Feet (Care of the)

IV. General Objectives

A. Knowledge and understanding of

1. Appropriate manners and courtesies

2. Behavior which is appropriate
3. Ways to improve personality for accomplishing positive, realistic goals

B. Knowledge and ability in relation to
   1. Responsibility for good grooming
      a. Personal body cleanliness
      b. Care of nails
      c. Care of hair and selection of hair style
      d. Use of cosmetics, deodorants, and perfume
      e. Weight control
      f. Appropriate selection, care and mode of dress
   2. An attractive social manner
      a. Walks and stands gracefully
      b. Uses a well-modulated voice
      c. Has poise
      d. Has good sitting posture
      e. Avoids slang expressions

C. Attitudes
   1. An appreciation of satisfactions and confidence gained from a good personal appearance.
   2. An appreciation of positive personality factors as means for gaining successes and social acceptance.

V. Activities

A. Initiatory
   1. Selection of a project which may be used as an evaluation of personal progress made in areas of study

2. Statement of class philosophy as criteria for good appearance and a pleasing personality
3. Use of notebook for personal data

B. Assimilating

1. Field Trips
    a. Cosmetic department of local drug or variety store
    b. Physical fitness class for weight control
2. Speakers
    a. Beautician
    b. Physical education instructor
    c. Physician
    d. School Nurse
3. Bulletin Boards
    a. Steps to Graceful Walking: Proper posture and balance
    b. Good Points for Good Grooming: Indicate areas for special cleanliness and grooming
    c. Happy Hannah and Gripey Grace: Point up positive and negative personality traits.
    d. Examples of slang expressions and the "better way to say it."
    e. Examples of types of dress appropriate for different occasions (see illustrated suggestion at end of Section I)
4. Demonstrations
    a. Proper posture for walking, standing, sitting
    b. Appropriate speech habits for pleasant, clear delivery
    c. How to care for the nails

        d. How to select an appropriate hair style
        e. How to determine suitable color and style with relation to the individual
        f. How to apply makeup
    5. Dramatizations
        a. Manners appropriate for various situations
        b. Telephone manners
        c. Positive ways of handling social situations
        d. Appropriate dress and manner for a job interview

C. Culminating Activity
    1. Use of evaluation tool to indicate areas of progress in individual grooming and personality
    2. Class program for parents or fellow students at which girls may demonstrate proper dress and manners

SAMPLE LESSON #1

Topic: Choosing Clothing Appropriate for Individual Types

Lesson Objective: To learn appropriate clothing styles for individual types

Suggestions for Lesson Approach

Display pictures illustrating the latest fads in clothing styles. These may present extreme styles as well as what will be considered average.

Class discussion should help define what a fad is, that they do not usually last for very long, and that every fad does not look well on every person. This may be illustrated by listing fads of the past two years, having the students note how long they lasted, and if they looked well on everyone.

Use the following chart[1] to assist the students in deciding what figure-type they have. A list of the appropriate type of clothing should be added to the individual student notebooks.

CHART # ONE TO ACCOMPANY LESSON I

FIGURE FLATTERY

For the petite girl

- Costumes of a single color
- Princess-style dresses
- Pastel colors
- Small designs
- Narrow self-belts
- Suits with short jackets or boleros
- Full-length coats

For the short, stocky girl

- Clothes with up-and-down (but not too severe) lines
- One-piece dresses of one (subdued) color
- Small designs
- Styles with a V-neck or a small, flat collar
- Gored skirts with some fullness at bottom
- Full-length coats, straight or semifitted

For the tall, slender girl

- Clothes with lines going across
- Clothes with large pockets, full sleeves, three-quarter sleeves, contrasting colors, wide belts, and other accents
- Costumes with full skirt and top of a contrasting color

---

[1] Teenage Living, Ahern, Nell Giles, Boston: Houghton Mifflin Company, 1966, page 73.

High necklines with a collar or some sort of trim

Plaids and large designs

Fabrics with plenty of "body"

Three-quarter-length coats

For the tall, stout girl

Clothes with up-and-down lines

Smartly tailored styles

Subdued colors

Small designs

Styles belted front or back but not all the way around

Slightly full or gored skirts

Semifitted coats with a minimum of shoulder padding

In addition to suiting clothing styles to figure-type, choice of appropriate color in clothing should be stressed. Use fabric or paper samples to "test" colors on various class members. Have students stand in a good light, with a full-length mirror, if possible. Let the individual and other class members comment upon which colors look better than others. Use the following chart[2] to guide appraisal and use of varied colors.

CHART # TWO TO ACCOMPANY LESSON #1

COLORS THAT COMPLIMENT

YOUR SKIN

If you have very fair or neutral skin coloring, be wary of black and and somber shades that drain your skin of all color.

---

[2] Ibid., p. 70.

If you have pink and white skin coloring, avoid too-strong colors that are overpowering.

If you have a sallow (yellowish) complexion, avoid yellows, yellowish shades of other colors, tans, grays, and purples.

If you have bronze skin tones, rich shades with some yellow will probably be most flattering for you.

If you have a very florid complexion, avoid bright colors that intensify its color.

If your skin is broken out, avoid pinks, red, or any bright colors that call attention to your skin problem.

If you have freckles, avoid browns and tans unless you wish to play up the freckles.

YOUR EYES

If you have blue, green, or gray eyes, avoid large areas of a bright color that accents your eye color.

If you have dark eyes, reds and greens will usually flatter them.

In general, a small amount of color worn near the face will intensify the color of your eyes.

YOUR HAIR

Remember that matching colors play down your hair color, while contrasting colors play it up.

Avoid too-intense colors that make your hair look dull.

If you have blonde hair, neutrals will usually be less flattering than other colors.

If you have red hair, vivid blues and greens will play it up, more subtle colors will tone it down.

If you have dark hair, rich or light colors are often best.

RESOURCE MATERIALS

Teenage Living, by Nell Giles Ahern, Boston: Houghton Mifflin Co., 1966

The content relative to social areas, nutrition and foods, grooming, and mental health is up-to-date. The style of writing is that of conversation to the reader and may aid the teacher in presenting the lesson ideas in her own words. Many ideas for bulletin board and poster displays may be gathered from the "boxed" summaries found throughout the book.

SAMPLE LESSON #2

Topic: Telephone Manners

Lesson: To learn good telephone manners and gain experience in telephone use.

Suggestions for Lesson Approach

Whenever possible, equipment for demonstration of telephone use should be obtained from the local telephone company. Students enjoy using an actual telephone and proper usage is better established.

The following list of sentences is taken from Steps in Home Living, Page 52. These may be labeled "Good and Bad Telephone Manners." Only seven of the sentence suggestions are good examples and the students may choose which they think represent good telephone manners. This may be handed out as a seatwork project; projected or written on the chalkboard for class discussion, or given orally.

I rush to answer the phone no matter where I am or who is in my way.

I walk quickly to the telephone if I am asked to answer it.

When I answer the telephone I say, "Yeah?"

When I answer the telephone I say, "Who is it?"

When I answer the telephone I say, "Hello."

When I answer the telephone I say "Hi!"

If the call is for someone who is not home, I say, "Not here," and hang up.

If the call is for someone who is not at home, I say, " I'm sorry, he is not here. May I take a message?"

I write down the name of the person and the message and leave it where it can be found.

I forget about the whole thing.

If the call is for me, I talk as long as I please.

If the call is for me, I do not talk more than 10 minutes.

If the call is for me and someone else is waiting to use the telephone, I say, "May I call you back in a few minutes?"

If the call comes during a meal hour, I talk until I'm ready to hang up.

If the call comes during a meal hour, I say, "May I call you back after I have finished eating?"

Dramatizations should be used to illustrate telephone conversations and the use of good telephone manners. Points to stress:

a. A pleasant speaking voice

b. Answering promptly

c. Answering appropriately and politely

d. Getting proper information if the call is for someone else.

e. Noting information if the person called is not at home.

f. Using the phone for only the amount of time agreed upon by your family.

g. Making calls to others at times when you feel it will be convenient for them to talk.

h. Identifying yourself when calling someone else.

i. Showing courtesy and consideration if a party line is involved.

Practice of clear speech patterns may be included in this study. Using "tongue twisters" to attempt to speak clearly and pleasantly will be an enjoyable activity for students. The following are typical:

Peter Piper picked a peck of pickled peppers.

Susie sells sea shells at the seashore.

I do so like you, yes I do.

Resource Materials:

1. Large fabric or paper samples in a variety of colors.
2. Teenage Living, Ahern, Nell Giles, Boston: Houghton Mifflin Co., 1966.

SAMPLE LESSON #3

Topic: Posture and Figure Improvement

Lesson Objective: To learn various methods through which improvement in posture and appearance may be gained.

Suggestions for Lesson Approach

Many positive influences may be gained through the approach of this lesson. Because girls are usually interested in improving the figure, this emphasis may aid in the formation of good general habits relating to nutrition, diet, and physical exercise.

Open discussion by asking students why they wish to have a nice figure and what they think of as a "good figure." Explain that weight and height do not establish whether a person has a pleasing appearance. Actually, how weight is distributed in relation to height affects the overall appearance of a figure. Unless there is a severe height-weight problem, such as weighing 150 pounds at a height of 5 feet, much may be done to improve appearance by improving the proportions of the body. This may be done through a wise combination of proper diet, posture, exercise, and good selection of undergarments.

If the class members should be sufficiently interested, this area would be very adaptable to the project idea suggested in the content coverage outline. This could represent a useful section of the student notebook.

Recording information would be the initial step and would include personal data to be recorded by each girl. The class may wish to work in pairs to assist each other in making measurements to record. These may be used as a basis for figure improvement as well as a personal index for clothing sizes.

Measurement:

Height: Students should be guided in converting inches to feet in determining correct height. If commercially prepared height-weight charts are used to determine what weight is proper for a certain height, the girls should be cautioned to note such phrases as "with shoes - 2 in. heels. This may be added if original height is measured in low shoes or bare feet.

Weight: Inform students that day-to-day variations in weight are natural (occasionally caused by menstruation or other reasons. Therefore, if a program to lose weight is undertaken, it is wise to set one day of the week, the same day at the same time, to check weight. The daily variations cause concern which is unnecessary, not particularly reliable, and may discourage sincere efforts.

Bust: 1. Measure around the body, as high under the arms as possible. This is the chest measurement and bra size: 32, 34, 36, etc. (If odd number, go to next even number for bra size.)

2. Measure around the fullest part of the bust. If this is the same as the chest measurement, the cup size for a bra is AA; if one inch larger, A; two inches larger, B, etc.

Waist: Measurement should be at narrowest point, just about the hipbones. (Clothing sizes which are based upon waist measurements, such as girdles, usually have general ranges of 24-26, Small; 26-28, Medium; 28-31, Large; Over 31, Extra Large.)

Abdomen: Measurement should be around hip bones. Emphasize that correct posture and exercises will aid in decreasing problems in this area, as well as others. Standing or sitting correctly "pulls the stomach into place." This also makes it easier to form the habit of holding the stomach in and strengthening the muscles.

Hips: Measurement should be at largest part.

Arms: Measurement should be close to the arm pits. This may be an area where muscle tone needs improvement and where specific spot exercises may produce gratifying results.

Thighs and Calves: Measurement should be at largest part.

Ankles: Measurement should be above the ankle bone.

After the students have recorded the measurement information, provide a chart illustrating optimium height/weight correlations. Let each girl record her own pertinent data and compare it with her present height and weight. Note, to the class, that any large deviation represents a problem which could be handled through this suggested program of diet, exercise and posture improvement. The students should realize that good habits in these areas are essential for persons wanting to either gain or lose weight.

There may be students who have height and weight proportions which seem adequate, however these same girls may feel they do not have attractive figures. Indicate that this is what was meant by the referral to proportion. This means that the weight may be more in one part of the body than another. Pictures may illustrate this easily without reference to specific class members who may be examples of such a problem. A well-proportioned figure is generally considered as that in which the bust and hip measurements are the same, with a waist approximately 10 inches smaller. For example, measurements of 36-26-36, as well as 32-22-32 would represent a well-proportioned figure. The students should not have this stressed to an extent that discourages positive effort toward improvement. It may be pointed up that proper undergarments may assist in proportioning figures, as well as the accents given by clothing styles as covered in Lesson Sample #1.

Exercises. Exercises for "spot-reducing" should be presented. Illustrations with simple instructions should be provided for the student's personal use. Demonstration and class practice should be used until the students accept the idea of a regular exercise program independently. Emphasize the fact that exercise (planned, specific exercises and those of walking, sports participation, and using good posture in everyday activities) improves both health and appearances.

Diet. Teaching the meaning of a calorie and keeping account of calorie intake may be beyond the comprehension and achievement level of the group. In such cases, a thorough lesson on basic food groups and what is provided by them should be taught.

Point up foods high in calorie content as "fattening foods not needed for a balanced diet." Help the students to see that daily intake of such foods creates weight problems which are eventually difficult to handle. Forming habits of eating well balanced meals appropriate for individual needs prevents such problems. Snacks should not be substituted for foods needed in a program of good nutrition, but may be enjoyed as supplemental when not eaten excessively.

Have the students keep accounts of food intake for a specific period of time, assisting them with evaluation of their eating habits. Making their own picture posters of each food group may help to emphasize what foods are needed daily. Magazine pictures may be used to illustrate sample foods within each group. Additional, useful posters might include suggestions for low calorie snacks.

Posture. Invite the school nurse or physical education instructor to speak to the class on how good posture affects the body health, as well as improves the appearance. Have class practice sessions in proper posture in walking, sitting, and standing. Repeat this frequently, encouraging the students to watch others for differences in posture and frequent checks on their own posture.

RESOURCE MATERIALS

Height/weight charts

Tape Measures

Yardstick

Scales

Nutrition Wheel

ADDITIONAL RESOURCE MATERIALS

On the Job, by Margaret W. Hudson and Ann A. Wearier, Phoenix, New York: Frank Richards Publishing Co., 1965

(1) This vocational worktext includes coverage of grooming and nutrition as it applies to the young adult or vocational level teenager. Because the stress is more toward preparation and proper attitudes than toward specific vocations, this source is a possibility for use within the homemaking course.

The Job Ahead, New Rochester Occupational Reading Series

(2) This series now includes a hard-bound text written on three levels of reading ability. The story content is applicable for high school students and deals with less skilled jobs. Social relationships necessary for successful living are included, without moralizing. Exercise books accompany the texts to test and reinforce learning.

The Turner-Livingston Reading Series, by Richard H. Turner, Chicago: Follett Publishing Co., 1962

(3) This series of worktexts is published for the adolescent student who has reading difficulties. The content of the books entitled The Friends You Make, The Person You Are and The Family You Belong To would be practical for personal hygeine, mental health and family life coverage.

Charm: The Career Girls Guide to Business and Personal Success, 487 pages and Portfolio of Activities for Charm, 287 pages. Whitcomb and Lang, New York: McGraw-Hill.

(4) Manual and Key and Administrators Guide also available. Designed as indicated, for the business and career girl. The guide would be a useful teacher-reference book. The Portfolio includes many activities and true-false tests which, through vocabulary simplification, could be used for classwork. Materials on voice and its effect should be used in personality lessons.

Young Adult Books for the Shelf

Here's to You Miss Teen (a Guide to Good Grooming and Poise), Miller, Mary Sue. Holt, Rinehart and Winston, 1960.

(5) Interesting illustrations, clever rhymes, good grooming calendar, (page 27). Book divided into sections by different color pages for each section

The Art of Being a Girl. Scott, Judith Unger. Macrae Smith Co., Philadelphia, 1963. Three Sections:

Good Health and Good Looks

Your Gracious Manner

Your Personality

Bubble Baths and Hair Bows, by Mellen De Santis, Garden City, New York: Doubleday and Co., 1963.

(6) The sub-title "A Little Girl's Guide to Grooming" is appropriate for the photographed illustrations of a nine or ten-year old girl. This might tend to inhibit the use of the book by older retarded girls.

However, the pictures are attractive and so "girl-oriented" for interest, that they will most probably outweigh the fact of being written for younger children. The photographs illustrate proper grooming habits and are accompanied by simple, descriptive paragraphs. Topics covered include the bath, washing up, hair, shampoo, manicure, teeth, food, wardrobe and clothes.

Physical Fitness for Girls., Hillcourt, William. A Golden Magazine Special, Golden Press, New York, 1957. $1.00.

(7) Class study would be required as vocabulary is not easy reading level. High interest level could be maintained as students would enjoy the new terms for types of exercises. Colorfully and thoroughly illustrated for eye appeal. Color also is used to indicate stages of exercising strenuousness. If opaque projector were available and correct lighting assured the book might be separated and pages projected individually.

14 Days to a New Figure, Kenyon, Adele. Royal Books, 1962. 60 cents.

(8) 141 pages with photographs showing exercise recommended. Divided into chapters by the body area to be reduced or built up.

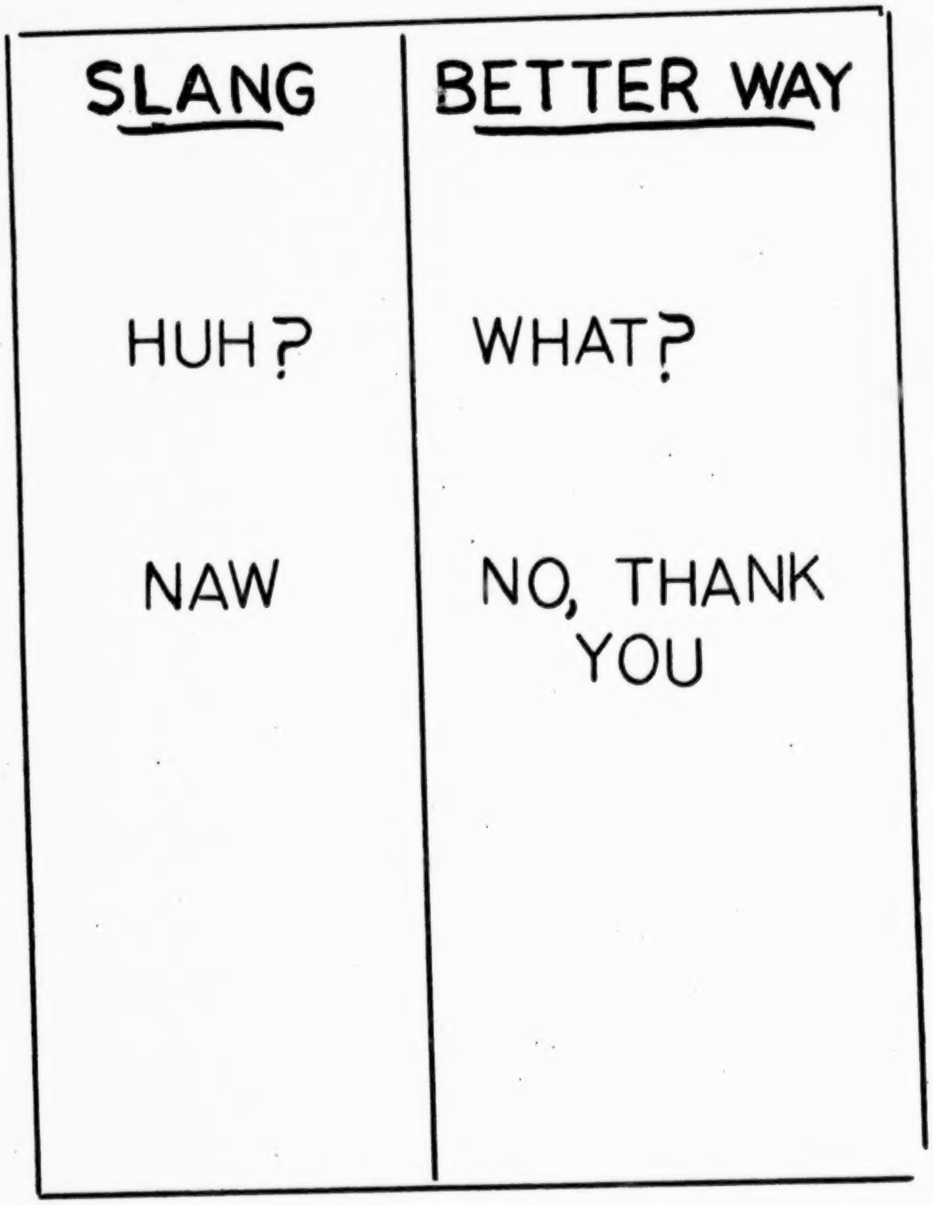
FILMS AND FILMSTRIPS

1.	How to be Well Groomed, U-2694	$1.65	Coronet Productions
2.	Improve Your Personality, U-3334	$1.65	Coronet Productions
3.	Improving Your Posture, U-2711	$1.65	Coronet Productions
4.	It's All in Knowing How, I-3832	$1.00	Coronet Productions
5.	Junior Prom, U-2431	$6.00	Simmel-Meservey
6.	Learning From Disappointments, U-5677	$1.65	Coronet Productions
7.	Making the Most of Your Face, U-4961	$1.65	Coronet Productions
8.	Mind Your Manners, U-3605	$1.65	Coronet Productions
9.	Personal Health for Girls, U-3619	$1.65	Coronet Productions
10.	Parties are Fun, U-2995	$1.65	Coronet Productions
11.	Rest and Health, U-2712	$1.65	Coronet Productions
12.	Self-Conscious Guy, U-3367	$1.65	Coronet Productions
13.	Shy Guy, U-2388	$3.25	Coronet Productions
14.	Social Courtesy, U-3359	$1.65	Coronet Productions
15.	Weight Reduction Through Diet, I-3252	$1.00	National Dairy Council

GOOD GROOMING AND PERSONALITY

BULLETIN BOARD SUGGESTIONS

* SLANG EXPRESSIONS *

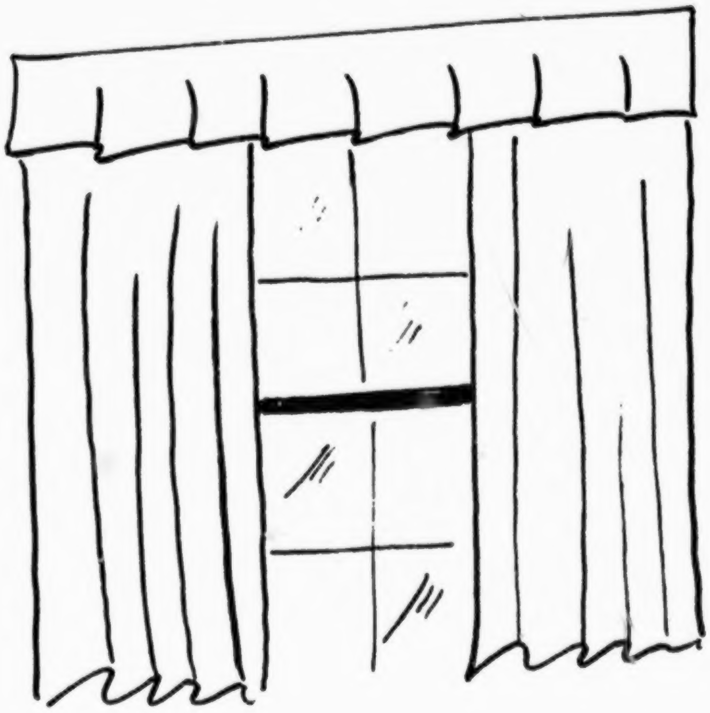


SLANG	BETTER WAY
HUH?	WHAT?
NAW	NO, THANK YOU

For emphasis, make "better way" side slightly larger and cover with bright paper for a background.

Leave "slang side" background plain.

Only one or two examples at a time.



HOME MANAGEMENT

EASY
CREDIT

I. Topic: HOME MANAGEMENT

II. Importance of Unit

The area of Home Management represents subject matter pertinent to the educable mentally retarded girl for several reasons. The majority of these girls will hope to marry and have families. Knowledge and skill in good home management practices will provide potential for more success in the future roles of wife and mother.

Occupational opportunities for the educable mentally retarded girl often relate to domestic services. The skills and efficienty habits acquired from a study of home management would be applicable to such employment and enhance the values of the student as a potential job holder in such a position.

Home management emphasis upon budgeting, organization, and systemized methods of work correlates well with needs and learning procedures related to the education of the mentally retarded. As a result of limited intellectual functioning and often contributed to by a cultural deprivation, these students need guidance in more structured methods for carrying out everyday activities. Teaching procedures using step-by-step instruction are necessary for more comprehension by the student. The areas involved in Home Management teaching lend themselves well to this type of instruction.

III. Suggested Sub-Units

Budgeting Time

Wise Use of Energy

Family Finances

Credit Buying

House Cleaning Methods

Appliance Care

Furniture: Purchase, Arrangement, and Care

Family Health

Home Safety

Leisure Time Activities

Choosing a Place to Live

Sources of Help for Family Problems

IV. General Objectives

A. Knowledge and understanding of

1. The role of a home manager
2. The importance of family planning and organization within the home
3. The value of a homemaker's energy, time and planned use of resources

B. Knowledge and ability in relation to

1. Household Chores
    a. Housecleaning
    b. Furniture purchase, arrangement and care
    c. Floor Care
    d. Storage
    e. Laundry equipment and procedures
    f. Appliance purchase, care and use
2. Family Planning and Organization
    a. Assignment of household duties
    b. Standards and goals acceptable and realistic for all family members

3. Money

    a. Household budget procedures

    b. Economical household care methods

    c. Credit buying

4. Time

    a. How to plan for better use

    b. Leisure time activities

C. Attitudes

1. An appreciation of the role of the home manager as of major importance to both family and community

2. An appreciation of the importance of organization and of budgeting as practical means of more efficient, satisfactory living

V. Activities

A. Initiatory

1. Structure of notebook for development and permanent resource file of home management information

2. Selection of a culminating activity as motivating factor (decoration and arrangement of miniature house with furnishings; personal room improvement in individual homes; development of notebook for home manager)

B. Assimilating

1. Field Trips

    a. Furniture store (price and quality comparisons)

    b. Local bank (use of checking account)

    c. County Extension or Home Demonstration Agent's Office (source of help for homemaker)

2. Speakers
    a. Family Life Service representative
    b. Credit service representative
    c. Domestic employee (housekeeper, motel maid, laundress)
3. Bulletin Boards
    a. Points for Furniture Arrangement (See illustrated suggestions at end of Section II)
    b. How to Make a Bed
    c. Household Pests and How to "Shoo" Them
    d. How to Get Time Off Your Mind (wise budget of time)
    e. A Clean House Means These Things
4. Demonstrations
    a. Housecleaning methods
    b. Budget structure and practice
    c. Furniture arrangement for safety, efficiency and comfort
    d. Laundry procedures
    e. Bedmaking
5. Dramatizations
    a. Family life situations
    b. Purchase of household equipment and supplies
    c. Use of telephone as method of time budgeting
    d. Consulting home economist for assistance in home management

C. Culminating Activity
    1. Furniture arrangement plan for display
    2. Completed notebook for permanent use

LESSON SERIES ON CONSUMER CREDIT

NOTE: The following lesson series is adapted from a pilot project designed to teach homemaking practices to low income rural young homemakers. The Alabama Home Economics Pilot Project, Cooperative Extension Service, Auburn, Alabama, and Federal Extension Service, USDA, cooperating, are responsible for the original series as well as the circulars included with which these lessons are correlated. The circulars (in packet of materials for duplication), are provided in a manner easy to duplicate and suggested, as such, for distribution to students.

Teacher preparation for using the suggestions within this series should include thorough familiarity with the circulars provided, the procedures being taught, and local banks, stores, and loan companies to which reference may be made. Use of visual materials, dramatizations and resource persons should be utilized for emphasis in this subject matter which requires much explanation for the educable mentally retarded.

LESSON 1 - To be used with "What is Credit? Where Can You Get It?" Circular HE-57

I. What students should learn from this lesson:

- A. What consumer credit is
- B. Sources of consumer credit (where they can get credit)
- C. Why they should borrow from a legal lender
- D. The importance of shopping around for credit

II. Demonstration

- A. Discuss what consumer credit is; ways we use it
- B. Talk about places that have consumer credit plans. Talk about places that loan money--(make list on chalkboard or prepare handouts on local credit services)
- C. Talk about the cost of consumer credit at these places
- D. After discussion, give out bulletin (HE-57). Read and discuss it with the students
- E. Then discuss: What families buy using credit. Students may contribute family experiences in credit buying

Background Information

Everyone uses credit. Some of you may not realize it, but you use credit when you use electricity, gas and water. This is consumer credit because you use these things before you pay for them. It's just like getting a refrigerator and using it while you make payments. What is consumer credit? It is buying things on time. It is borrowing money or getting a loan.

Consumer credit helps you buy things when you don't have enough cash on hand. But you must be careful not to buy more on credit than you can

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Consumer credit helps you buy things when you don't have enough cash on hand. But you must be careful not to buy more on credit than you can afford. You won't be able to pay those monthly bills if you buy too much on credit. Consumer credit does not take the place of money. It is money. It takes money to use credit. Credit is no give-away. When you buy on time, you must have income to make payments.

Consumer credit helps you increase the amount you can buy at the present time. Consumer credit is given for a short time--1 month to 5 years. You get it in one of these forms:

*charge accounts
*installment buying
*cash loans (borrowing)

NOTE: Consumer credit is the type of credit we are talking about in all of these lessons. The other type of credit is mortgage credit. It is longer-term credit. It is used to buy homes, businesses and farms. You do not need to discuss this point with the students, but you may need to know in case they ask.

I. Installment Buying

Most people use installment buying for big purchases, such as refrigerators, stoves, cars, TV, etc. You usually make a down payment. You pay a certain amount every month until the item is paid for.

You can use the item you are buying while you pay for it. You pay more to buy something on the installment plan--more than if you paid cash. You save money if you pay cash.

But, installment buying lets you have things you might otherwise have to wait years to buy. Payments are easier to make because they are stretched over a period of several months or even years.

There is a big disadvantage to installment buying. It ties up family income for a long time. You may need money for other things, even emergencies, (such as sickness; major repairs on the house or equipment, etc.). You must make payments each month on installment. If you can't pay for what you are buying, you lose it. You lose money you have already paid for it, too.

So, you must be very careful. Installment plans can tempt you to buy too much.

III. Charge Accounts

A. Regular Charge Account

Charge accounts are another form of consumer credit. With a regular charge account you pay for goods 30 to 60 days after you buy them. The main advantage of charge accounts is convenience. They are easy to use. You don't have to carry a lot of cash. You don't have to wait for change.

Don't use charge accounts:

- if you spend money too quickly and easily
- if you are in debt
- if you usually spend more money than you make
- if you buy things that cost too much

B. Revolving Charge Account

Some stores have revolving charge accounts. There is a service charge for this kind of credit. You decide how much money you can afford to pay to the store each month. This depends, of course, on how much money you earn and what other expenses you have to meet. If you need help in making a decision, ask the credit sales manager at the store to help you. This is part of his job.

Decide what you can afford to pay monthly. Then set a limit on how much you can owe the store at any one time. The store will not sell you more than the limit you have agreed to owe. At the end of each month, you pay a part of the total amount you owe.

The revolving account is good for some families. Many families may find it hard to pay all of their bills at the end of a 30-day period. If so, a revolving charge account may be used. But remember there is a service charge each month of 1 to 1½%. Also, a revolving charge account may lead to wasteful buying. If you use it all the time, you are always in debt.

So there are 3 kinds of consumer credit at stores: Installment plan, regular charge account and revolving charge account.

IV. Cash Loans

A. Bank

You can get consumer credit at a bank, too. Consumer credit is in the form of a cash loan. Banks charge a lower interest rate than most other places where you can get a loan.

The interest a bank can charge is usually set by state law. Interest will be lower if you are a good credit risk. You are a good credit risk if:

- You always pay your bills
- You pay your bills when they are due
- You have a job and are paid regularly
- You own things that are worth more than the amount you want to borrow

To borrow from a bank, you must be a good credit risk. You may also need collateral (goods to back up the loan). Then if you can't pay back the loan with money, whatever goods you listed as collateral are used to pay the loan. (Explain this with examples.)

B. Personal Finance Companies and Small Loan Companies

Personal Finance Companies and Small Loan Companies also give cash loans. To borrow from one of these companies, you do not need much income to back up your loan. You do not need to own as many things, either. Because you don't need as much collateral, the interest may be higher at small loan companies or personal finance companies. The loan usually ranges from $10 to $300. You pay interest each month only on the amount you owe (unpaid balance).

V. Illegal Lenders

There are illegal lenders in almost every town. They are not regulated by law. They can charge very, very high interest rates. Illegal lenders do not want a license to make loans. Having a license puts a fair limit on the money they can make. So they are usually in the business to get rich off you. For your own good, borrow from a lender with a license.

LESSON 2 - To be used with:

"Should You Use Credit" Circular HE-58
"Do's and Dont's of Credit" Circular HE-59
"Reasons for and Against Using Credit" Circular HE-60

I. What students should learn from this lesson:

A. What to consider before using credit

B. That it is not always a good idea to use credit

II. Demonstration

A. Discuss questions to ask yourself before you decide to use credit. Use visuals. You may want to hand out Circular HE-58 before you discuss this. Then students can follow discussion from the bulletin.

B. Discuss reasons for and against using credit. Use visuals. Hand out Circular HE-60.

C. Discuss the Do's and Don'ts of using credit. Use visuals. Hand out Circular HE-59.

BACKGROUND INFORMATION

The students need to view these lessons from the standpoint of a future home manager.

Credit is easy to get at many places. It is so easy that you are often tempted to use too much. If you are not careful, you will have too many debts. You will not be able to make payments.

Don't be in a hurry. Think before you decide to use credit. Ask yourself these questions:

1. Do I really need this thing I want to buy on credit? Is it just

a luxury? (You may need to explain luxury). Do I need it or do I just want it? Maybe I want it because "Mrs. Jones" has one like it.

2. Well, maybe I do need it. But do I need it now? Can I wait and pay cash? I save money when I pay cash. Using credit usually costs money. Do I need credit to buy it?
3. What good will it do me? Will it save time? Will it save energy? Maybe my family will have the time and energy we need to do other things. Will it help us make more money? (For example: Some farm equipment, an iron so you can iron for other people, a sewing machine, and so on.)
   Will it make my family healthier and happier?
4. Can I make the payments? Add up your income. Then see how much you pay already for other things: food, clothes, rent, utilities, medical care, school, car, etc. How many payments do you already make every month (on installment, charge accounts, and loans)?

   If you can't make the payments, don't buy. You will lose money and also the thing you are buying. You may also lose some things you own, if you use them as collateral. Collateral is made up of things you own. These things are used to pay debts if you can't pay money. These things you give up are usually worth a lot more than what you are buying.
5. Will I pay too much in interest or carrying charges? It costs a lot of money to "buy on time" at some stores. Be sure you know exactly how much you pay to borrow money or "buy on time." Compare the credit cost of an item with the cash price.
6. Is having something now worth the extra money I must pay for the

use of credit?

7. What will I give up to pay for it? Will my children have clothes they need? Will they have money for books and school fees? Will we have heat for winter? Will we have enough to eat? Perhaps you won't have to give up anything. But think about this before you use credit.
8. Is it worth the risk of losing the money I have put into it in case I can't finish paying for it? If you aren't sure you can make payments, you are taking a big chance. You are risking losing all the money you make in payments, and you risk losing what you are buying. Can I afford to lose money? No one can.
9. Am I buying or borrowing from a fair and honest person or dealer? Know your dealer or lender. Look for his state lending license. Be sure he is not charging you too much for the use of credit.
10. Do my reasons for using credit outweigh reasons I should not use it?

Some reasons for using credit:

1. Credit is easy to use. You can usually get credit from some store (but remember you may pay a lot for it).

   Credit lets you buy things you need when you can't pay cash. Many people have trouble saving enough to pay cash for large items.
2. You can use things while you pay for them. Maybe you really need something today, but it will take you six months to save enough to pay for it. So you decide to " buy on time" so you can use it while you pay for it.
3. You may get better service when repairs are needed. On the

installment plan, the dealer owns the items until all payments are made. So he may want to keep it repaired.

4. Credit can be useful in emergencies. When some member of your family gets sick, you may need credit to pay for doctor, hospital, medicine. You may also need credit to pay for major repair bills: fixing the roof, buying a part for the car, repairing the refrigerator, etc.

Some reasons for not using credit:

1. Using credit costs money. You pay interest (or carrying charge) to use credit. You save money if you can pay cash.
2. Credit is so easy to get you may spend too much. It's too easy to say "charge it." You not only spend more than you can afford, you may buy things you don't need.

   If you can't pay for things you buy, you lose them and you lose the money you have already paid on them.
3. You may not shop around as much to get the best buy. You should get the item that best suits your needs at the lowest credit cost possible. Some stores may have low cash prices, but high interest rates. Sometimes it's better to borrow money from a bank and pay cash to the store. This may cost less than making monthly payments to the store. Check different store prices. Also check all the sources of credit: charge accounts, installment plan, banks, loan companies and finance companies.
4. You don't always know what you are signing. The agreement or contract is hard to understand.

   There is a lot we need to learn about this. So we'll talk about contracts at our next lesson.

Some do's and don'ts of credit are listed below. These will help you decide whether or not you should use credit. These will also help you know what to do if you decide to use credit.

DO:

1. Do make the biggest down payment you can. It will take you less time to make the other payments. Or the payments will be less. You will pay less interest or carrying charges. Remember, the sooner you can make all the payments, the less you will have to pay.
2. Do pay what you owe as soon as you can. Check your contract - you should pay less interest if you make payments early. If you can pay off the whole loan before it is due, do it. You will save money this way. You usually pay a carrying charge with each payment. Plan to finish paying for it before it wears out.
3. Do get a written agreement or contract that tells all you have to pay. (We will discuss contracts more at our next lesson.)
4. Do understand the contract before you sign it. You may need to get help if you can't understand it. Contracts can be tricky.
5. Do shop around to get the best buy. We talked about this a little earlier. Find out where you pay less carrying charges.
6. Do make payments when they are due. This will help you have a good credit rating. We talked about this before. (You may want to review this.) You may have to pay more if your payments are late. If you miss a payment, you may lose the thing you are buying. Ask about what happens if you miss a payment. Ask about this before you sign the contract.
7. Do use credit wisely. Credit is money. Credit may delay making payments, but we must pay cash sooner or later for credit. Don't

be fooled by this. Use credit as if you were using dollars.

DON'T:

1. Don't buy "on time" if you don't need to. Wait and pay cash if you can.
2. Don't buy more than you need. Think before you buy.
3. Don't buy on time unless you know you will have enough income to make payments. Plan ahead. Figure your other expenses and bills. Maybe you can't afford to buy anything else on credit right now.
4. Don't buy "on time" unless what you get is worth the cost. This cost includes interest (or carrying charge). Buying "on time" costs money.
5. Don't buy at a store where interest or carrying charge is too high. Shop around for low credit costs.
6. Don't borrow money from an illegal lender.
7. Don't buy things that cost too much. Such as a fancy, zig zag sewing machine, if a plain one will be just as good for your use. Or a TV in a large wooden cabinet when a portable is just as good.

LESSON 3 - To be used with:

Your Contract When Using Credit - Circular HE-61
Buying "On Time" - Circular HE-62

I. What students should learn from this lesson:

A. Exactly what they agree to when they buy "on time"

B. The importance of understanding a contract before they sign it

C. What should be in a contract

D. Not to sign a contract with any blanks not filled in.

E. To get a copy of their contract.

NOTE: You may want to collect sample contracts for students to examine and practice using.

II. Demonstration

A. Discuss the importance of understanding a contract. Give out Circular HE-61.

B. Discuss things that should be in a contract. Use visuals. Let students ask questions about each point.

C. Hand out Circular HE-62. Discuss things you agree to when you buy "on time". These things are usually stated in the contract.

BACKGROUND INFORMATION

Read and understand your contract before you sign it. Take plenty of time. Ask questions if any part of the contract is not clear. If you sign the contract, you must do what it says. Don't sign unless you intend to do what you agree to do. Don't sign because a dealer says the contract can be cancelled. If this is important to you, be sure it is written in the contract. Be sure that all important conditions are written in the contract. A dealer doesn't have to do what he says, unless it is written in the contract.

Be sure all questions have been answered. Be sure all numbers are written in. Do not sign a contract with any blanks. Fill in all blanks with an X or a line if they do not apply to you. If something doesn't apply to you, cross it out.

The dealer may say it won't matter if something is left in the contract. But if it doesn't apply to you, be safe and cross it out.

Look for these things in your contract.

Be sure they are clear to you:

1. Total amount you must pay for what you are buying. Your contract may say you pay $50 down and $10 a month for the next 12 months. Then you pay the balance the next month. Beware, the balance could be several hundred dollars.

   Be sure your contract states the total amount you pay.

2. Total amount of money you will get when you ask for a loan. You may need $100 but some lenders will take out $10 interest. You will actually get $90. This is not necessarily bad, but you may need the entire $100.

3. Interest (given in true annual rate of interest) or carrying charges (given in dollars). There are many different ways of stating interest. They make it seem like the interest rate is low. So called "5% interest" may be true annual interest of 30-40%. You need to know how many dollars you pay for carrying charges--or what percent you pay for interest. Interest is a percent.

   Percent is given as a part of 100. That is, if interest is 3% it means that $3 out of $100 you pay the dealer is for interest. You pay $3 out of $100 to be able to use credit. If you pay 40%, every time you pay $100, $40 is carrying charges. If you pay this much for carrying charges, it will take a lot of money to pay for what you are buying. We will discuss this more at the next meeting.

4. Down Payment. The contract should state the amount you pay down.
5. Trade-in Allowance. The contract should say how much money the dealer allowed you for trade-in. You may trade-in your old car on a new one. Or an old refrigerator for a new one. The amount allowed is subtracted from the purchase price.
6. Insurance costs. You may have to pay insurance on things you buy "on time". The dealer wants to protect what you are buying since he actually owns it. Insurance will keep him from losing money on it if repairs are needed.

   Any other costs, such as service charges. A service charge pays for extra expenses a business has. It has these extra costs because it lets you buy "on time" or loans you money. These extra expenses you pay for include record keeping and cost of collecting payments (sending out bills, telephone calls). A service charge pays for these expenses and others. It also helps pay for general business expense (overhead) like lights, rent, heat, etc. Be sure the contract tells how much service charge you must pay. Be sure it says what else you pay for. The contract should tell how much these costs are.
7. Total amount of money you owe after the down payment.
8. Amount of each payment. If the last payment is more, the contract should say so. For example, you may pay on something every month for a year. Then the balance may be due the next month. The

balance you owe may be a large payment. So be sure you know exactly how much each payment is.

9. Number of payments. Be sure you will make a definite number of payments. You don't want to go on and on paying for something. You should plan to have things paid for before they wear out.
10. When each payment is due. You also need to know where or to whom you make payments.
11. What happens if you pay late or miss a payment. If you miss a payment (or are late), can the dealer take back what you are buying? Or can you make the payment up later? When will you have to make the payment you missed?
12. What happens if you can't pay?

Before you sign your name, be sure these things are in your contract. Be sure you get a copy of the contract. Keep your copy in a safe place.

You agree to certain things when you buy "on time". What you agree to is in your contract. Be sure you understand your contract.

When you buy "on time", you agree to these things:

1. You agree to pay the money you owe.
2. You agree to make payments at a certain time.
   Usually payments are due by the 10th of each month. But this is not always true. They may be due another day. Or you may make payments every week. Know when they are due. Don't be late making payments.
3. You agree that you do not own what you are buying until all payments are made. You get to use what you are buying. But you do not own it. The dealer can take back what you are buying if you do not keep your part of the agreement. By law, he owns it

until the last payment is made.

4. You agree to give up what you are buying if you can't pay for it. You may lose what you are buying. And you may lose the money you have already paid.
5. You agree not to sell or move what you are buying until you have paid for it.
6. You agree to take care of any damage done to it if you have to return it. (If you don't return it, you still pay for damage, if you have it repaired.)

LESSON 4 - To be used with:

"How to Figure the Dollar Cost of Credit"
Circular HE-63

NOTE: This lesson, especially, should be adapted to the needs of your class.

I. What students should learn from this lesson:

   A. Why they should know the dollar cost of credit

   B. How to figure the dollar cost

   C. That the Extension Service is a good source of information. They can go there for help in understanding credit and credit costs.

NOTE: Work out dollar cost of credit using examples which you will later present to class. The contracts used in Lesson 3 may be used. After the students figure the dollar cost they can check their answers against yours.

II. Suggested Demonstration:

   A. Discuss the dollar cost of credit

      1. Explain what it is

      2. Talk about why we need to know the dollar cost of credit

      3. Figure the dollar cost of credit using the example in Circular HE-63. (Give this to the students)

   4. Figure the dollar cost of credit using examples suggested earlier or, use examples included with this lesson plan. (See worksheets at end of lesson and in Student Notebook)

BACKGROUND INFORMATION

The price of a loaf of bread or a pair of shoes is quite clear to you. But do you know how much you pay to get a small loan? Do you know how much you pay to buy a refrigerator or car "on time"? Charges made for credit are stated:

- in dollars and cents
- as a percent

Many people do not know how much they pay for a loan or to buy "on time". You owe it to yourself to get credit on the best possible terms. To do this, you must know the dollar cost of credit.

The dollar cost of credit is the amount of money you pay in addition to the cash price. It is sometimes called the "carrying charge".

Auburn University
Extension Service
Pilot Project 1966

WORK SHEET FOR COMPARING CREDIT COSTS

Think of something you are buying (or have bought) "on time".

Fill in the blanks below. They will give the information you need to figure credit cost.

Cash Price__________

Sales Tax___________

Total_______________

Down Payment________

Balance Due_________

Amount of each payment__________

Weekly or monthly payments__________

How much is each payment____________

How long will you make payments___________

We will use these numbers to figure:

*dollar cost of credit

Auburn University
Extension Service
Pilot Project 1966

GET THE MOST FOR YOUR MONEY--CHECK CREDIT COSTS

Example 1

The Lanes want a stove.

*The cash price at one store is $220

*Sales tax is $11

*So total cash price is $231

*The Lanes will pay $31 down. This leaves $200 balance due.

*They want to make monthly payments for 1½ years.

*Each monthly payment will be $13.

How much carrying charge will the Lanes pay?

Down payment...........................	$ 31.00
18 payments @ $13 each	$234.00
Total cost.......	$265.00
--Cash price.......	$231.00
Carrying Charge........	$ 34.00

GET THE MOST FOR YOUR MONEY--CHECK CREDIT COSTS

Example 2

The Lanes checked prices at another store.

*At one store, cash price is $230

*Sales tax is $12

*Total cash price is $242

*The Lanes will pay $32 down.

This leaves $210 left to pay.

*They will make monthly payments for 2 years.

*They will pay $10 each month.

How much carrying charge will the Lanes pay? (Dollar cost of credit)

Down payment	$32.00
24 payments @ $10 each	$240.00
Total cost	$272.00
Cash price	$242.00
Carrying charge	$ 30.00

GET THE MOST FOR YOUR MONEY--CHECK CREDIT COSTS

Example 3

The Browns want to buy a stove, too.

*The cash price is $220

*Sales tax is $11

*So total cash price is $231

*This is the same as Example 1.

The Browns will pay $31 down. This leaves $200 balance.

*But the Browns want to make weekly payments for 2 years.

*Each weekly payment will be $2.50.

How much carrying charge will the Browns pay?

Down Payment	$ 31.00
104 payments of $2.50 each	$260.00
Total cost	$291.00
Cash price	231.00
Carrying charge	$ 30.00

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Troelstrup, Arch W., Consumer Problems and Personal Finance. New York: McGraw-Hill Book Company, Inc., 1957.

When You Use Credit -- for the Family. Federal Extension Service, U.S.D.A., 1965.

SAMPLE LESSON #5

Topic: Housecleaning Efficiency

Lesson Objective: To learn specific methods for certain housecleaning duties for a more thorough job and to use this instruction to form more organized and logical housecleaning habits.

Suggestions for Lesson Approach

The following pamphlets and circulars, provided with this material, are suggested for duplication and distribution to students:

PA-730 - What to Use to Clean Your House

PA-734 - When to do House Cleaning Jobs

PA-735 - Many Hands Make Housework Light

PA-736 - Clean Floors for a Clean House

PA-737 - Clean Dishes for a Clean House

PA-738 - Clean Clothes Closets for a Clean House

PA-739 - A Clean House is Important

PA-740 - A Clean Bathroom for a Clean House

PA-741 - Clean Walls, Ceilings, and Woodwork for a Clean House

PA-742 - Clean Windows, Mirrows, and Other Glass for a Clean House

From: Division of Home Economics
Federal Extension Service
U.S. Department of Agriculture
June, July 1966

Circular HE28 - Floor Problems

Circular HE29 - Care of Asphalt Tile Floors

Circular HE50 - How to Clean and Defrost the Refrigerator

Circular HE65 - Cook Better with a Clean Electric Range

From: Cooperative Extension Service
Auburn University
Auburn, Alabama in cooperation with the Federal Extension
Service, U.S. Department of Agriculture

Pamphlet PA-739, A Clean House is Important, is appropriate material for beginning discussion on the importance of keeping a home clean. Students should be led to discuss and develop positive ideas from their own discussion. Development and acceptance of this attitude is important because the teacher may not always assume these are formed by home environment and previous experiences.

The students may develop a bulletin board display from the study of a clean house. This might be used as a culminating activity for which the students prepare materials and ideas throughout the study.

In addition to establishing the reasons for a clean house, initial discussion should include criteria for a clean house. Students may be encouraged to discuss specific problems encountered in their own homes which makes cleaning and maintaining order difficult. Examples of using a couch for a regular sleeping place, inadequate storage space, or lack of cooperation by family members may be discussed for practical suggestions for solving the problems. Following lessons may be chosen from suggestions, by class members, of certain housecleaning duties they would appreciate learning more about.

Pamphlet PA-735, Many Hands Make Housework Light, may combine emphasis on the homemaker in organizing the family and efficient cleaning procedures. The students may be encouraged to take classroom suggestions into their present home situations, as well as learning for their own future homes.

Family cooperation not only provides a cleaner, more efficiently run home, but may also improve family relationships. With an awareness of all there is to be done and a closer feeling to the home, as well as more leisure time for being together, family ties may be strengthened. The students may also feel more inclined to help with the chores in their homes from this emphasis.

Pamphlet PA-734, When to do House Cleaning Jobs, indicates the frequency with which different areas require cleaning. There is space within the pamphlet to apply additional information for individual situations.

Wise use of energy is an area of importance to homemakers and good persons in domestic employment. Students should be guided to accept that planning ahead may save steps, time and avoid fatigue. Instruction on the correct way to pick up articles from the floor or clean low areas should include the proper way to bend the knees instead of bending from the waist. Emphasize that this is also good exercise and forms habits of more poised movement, as well as decreasing fatigue.

Reasons for daily cleaning in certain areas should be provided for re-emphasis with students. The prevention of bugs and spoiling of food is important in kitchen areas or wherever food is carried. Dust is more prevalent in some home locations than in others. Weekly dusting may be sufficient in some homes. If a house is located on a dirt road, more frequent dusting may be needed.

Pamphlet PA-730, What to Use to Clean Your House, lists cleaning tools and supplies. This may be expanded upon by the teacher. If a particular class situation represents economic conditions affording cleaning tools such as a vacuum cleaner, instruction in use of the various tools would be worthwhile.

Lesson Number 5, Experience Unit, Family and Home, Advanced Level (see Resource Materials) covers comparison of different household cleaning compounds for cost and effectivenes. Inexpensive cleaning compounds, such as vinegar should be mentioned. Safety measures should be stressed in relation to certain cleaning products such as ammonia, bleach, drain cleaner, and oven cleaners. Storage in safe places, out of the reach of children, should precene Circulars 28 and 29 on floor care. Wherever possible, opportunity for practice in floor cleaning is suggested.

TOPIC: CARE OF ASPHALT TILE FLOORS

NOTE: The following demonstration outline is from the Alabama Home Economics Pilot Project, Cooperative Extension Service, Auburn, Alabama, and Federal Extension Service, USDA, cooperating.

Objectives

A. To become aware of the basic principles involved in care of asphalt tile floors.

B. For students who become aware of the principles to begin properly caring for their floors.

I. Organizing Your Work

A. Study Extension Circular 474 - Modern Floor Care. Know the "why" of what you do and be familiar with information so you can take care of questions.

B. Keep your students in mind. Use equipment they probably have in their homes or suggest adaptations that could be made to help them use what they have.

C. Examine in advance the place where you will give the demonstration. Be sure there is adequate seating for the group. Check hot water supply.

D. Make certain all equipment is at the proper place at the proper time.

II. Suggested Demonstration Procedure

A. Make an opening statement concerning the importance of proper floor care and advantages of waxing floors. Such as: Floor care is no longer drudgery. With waxes made to suit the different types of floors, you can now have clean, shiny floors with little trouble. Wax has been used for hundreds of years to beautify and protect the floor. Wax keeps dirt from sticking to the floor. Dirt and grease sticks to the wax and is removed when the wax is removed. Wax provides a hard, smooth, dry surface that stays clean longer.

B. Explain why you use self-polishing wax on asphalt tile floors. (There is self-polishing wax and there are other waxes. Other waxes contain a substance that softens and harms asphalt tile and makes it lose its color. Self-polishing wax contains water in place of this substance and is safe to use on asphalt tile).

C. Prepare the floor for waxing. (Explain that there are two things to do: (1) Clean the floor for waxing and (2) wax the floor.

   1. Sweep.
   2. Mix solution to remove old wax: 1½ cups mild soap or detergent, 1/3 cup household ammonia and 1 gallon of warm water. (Use measuring cup. Also show how you could use coffee cup, a can, or something else in the event they do not have measuring cups).
   3. Scrub floor with clean mop or cloth and solution. Explain why you need to remove old wax.
   4. Rinse thoroughly with clear warm water. (Use the same mop throughout the demonstration. The members of your class probably have only one in their home. Show them how to clean

it well).

5. Let floor dry.

D. Wax the floor: (Point out that first you cleaned the floor thus removing old wax. Now the second step is to wax the floor.)

    1. Point out that you do not shake the container, because this makes the wax foamy and it will not dry in an even film. The bubbles that form when the container is shaken leave spots without wax on the floor.

    2. Pour a small amount of wax on the floor; about ½ cup. (Get this approximate amount in mind before the demonstration. Do not measure it when giving the demonstration.)

    3. Using a cotton string mop, spread the wax thinly, always pushing away from you to get a more even application. (Do not pull the mop toward you or use a scrubbing motion. This will ruin the gloss because the wax begins to dry as soon as it is on the floor. People like glossy floors, and usually do not understand why they are not glossy.)

    4. Pour more wax and spread it until your demonstration area is completely waxed.

    5. Let it dry undisturbed for 20 or 30 minutes, depending on the humidity.

    6. Answer questions. Hand out folders (Circular HE-29, "Care of Asphalt Tile Floors," and Circular HE-28, "Floor Problems.") Discuss and if possible, demonstrate floor problems and solutions to them. These include slipperiness, black marks, yellowing, etc.

III. Supplies Needed

1) 1 Broom
2) 1 Measuring Cup and some other measuring device the members of your class will be sure to have.
3) 1 Gallon or quart jar
4) 1 Bucket
5) 1 Cotton Mop
6) 1 or 2 Cloth(s)
(7) Self Polishing Wax
(8) Sample of asphalt tile flooring unless the floor of the demonstration room is asphalt tile.
(9) Hand-out material: "Care of Asphalt Tile Floors," and "Floor Problems."

Pamphlet PA-737, *Clean Dishes for a Clean House*, may be used with classroom demonstration on dish washing. Safety measures not mentioned in the pamphlet should cover sharp knives and forks, safe handling and placing in drain with sharp edge or points away from the direction from which it will be picked up.

Pamphlet PA-741, *Clean Walls, Ceilings, and Woodwork for a Clean House*, may be used in the classroom where permissable. This would permit the teacher's supervision and give the class a sense of accomplishment to be shared by all. Use of the vacuum cleaner for frequent dusting of walls, woodwork and window frames should be mentioned. Washing marks from woodwork should be considered a frequent "touch-up" job which will prevent more work than if allowed to collect. Comparison of detergents and special liquid cleaners may be incorporated into this lesson also.

Pamphlet PA-742, *Clean Windows, Mirrors, and Other Glass for a Clean House*, may be used in the same manner as PA-741 with classroom demonstration.

Pamphlet PA-738, *Clean Clothes Closets for a Clean House*, may be used in relation to a clothing unit as preparation for practice in mending and sewing. The students may wish to use the pamphlet ides of "sorting" with their own wardrobes prior to choosing a sewing project which will be meaningful. Collection and labeling, possibly decorating of boxes for storage where situations indicate a lack of this, would help the students organize personal belongings. Sewing projects could include making shoe bags and laundry bags.

Pamphlet PA-740, A Clean Bathroom for a Clean House, is general in content. The Caution note at the end of the material is significant and should be used to emphasize that it is wise to never mix chemical solutions. Often, these are incompatible as suggested in the pamphlet example.

Circular HE50 and HE65, How to Clean and Defrost the Refrigerator and Cook Better with a Clean Electric Range, may be used with instruction on how to use appliances effectively. Appliances are expensive household items and deserve good maintenance. An interesting comparison might be the cost of a major appliance to that of other pieces of functional furniture such as chairs and tables. If stoves and refrigerators are available within the school, students should use the cleaning guides for actual practice.

RESOURCE MATERIALS

Life Experience Unit on Family and Home, Advanced Level, Special Education Curriculum Development Center, University of Iowa, Iowa City, 1967.

Management for Better Living, Starr, Mary Catherine, Boston: D. C. Heath and Company, 1963.

Today's Home Living, Hatcher, Hazel M. and Mildred E. Andrews, Boston: D. C. Heath and Company, 1966.

Facts About Merchandise, Logan, William B. and Helen M. Moon, Englewood Cliffs, New Jersey, 1967.

ADDITIONAL RESOURCES MATERIALS

Steps in Home Living, by Florence M. Reiff, Peoria, Illinois: Charles A. Bennett Co., 1966

1. This text was written especially for the "disadvantaged." While no class is composed entirely of low-income students it is well to have materials suitable for this level. Enrichment materials can be added for those who read at a higher level. Mrs. Reiff worked with many groups of mixed races, and transient families but she did not talk down to her readers.

   The book contains nine chapters. Chapters I-III parallel the first section of the notebook materials for the girls. The notebook had been devised before the book was discovered so materials from the book can be added as desired.

   While the book is rather short it could be used by sections to open up the different areas of personal care and homemaking in an interesting manner, permitting expansion if desired; or it could be completed in one division of the school year to the benefit of the students.

The Happy Housekeepers, by Helen Prevo, Phoenix, New York: Frank Richards Publishing Co., 1964.

2. This worktext is the story of two girls who obtain jobs as domestics. The occupation is presented with dignity and stresses positive attitudes. Good homemaking procedures are detailed and included in the review section.

Management for Better Living, by Mary Catherine Starr, Boston: D. C. Heath and Co., 1963.

3. Retarded children need specific, clear, step-by-step instruction for their activities and learning experiences. For this reason, we

strongly suggest this text as an aid for teacher's lesson planning for homemaking instruction to the retardate. Household chores, care of clothing, use of time and energy are but a few of the areas which this author breaks into almost mechanical steps which should aid the sequantial teaching greatly.

Today's Home Living, Hatcher, Hazel M. and Mildred E. Andrews, D. C. Heath Company, 1966.

4. Teacher's edition offers special helps for low ability students. Addresses for all publishers and suppliers of supplementary reference materials included in appendix.

Facts About Merchandise, Logan, William B. and Helen M. Moon, Prentice-Hall, Inc., Englewood Cliffs, N. J., 2nd. ed., 1967.

5. Many interesting facts to add to class interest on purchase of indoor and outdoor materials for home. "Buying Benefits," a special feature. Teachers Manual, Film lists and Bibliography to accompany text. Includes correlated suggestions and aids for both short and long range planning. (For use with Clothing, Household equipment, Personal items)

Occupational Series, by Finney Company, Minneapolis 26, Minnesota, 1963

6. The Finney Occupational Series is designed for educable mentally retarded students and the extensive coverage of applicable vocations is included in ten paper-bound volumes.

Many of the vocations covered are within areas which a homemaking teacher would instruct. Examples are bathmaid, lobby maid, hand ironer, hospital cleaning lady, cook, nurse's aide and many others which call for domestic training. The jobs are described according to the type of work involved, the training needed, and both good and bad aspects involved. For the homemaking teacher seeking supplemental materials for retarded students included within her class, this series might add incentive for the child who may have to cover something different than the other class members.

Home Nursing Handbook, by Mary Owens Fleming, Boston: D. C. Heath and Co., 1966

7. This book evolved from successful experiences in home nursing classes in Pasadena, California. Perhaps this contributes to its adaptability for practical use with educable mentally retarded students. Frequent use of lists for procedures, equipment needs and progress evaluation lend to easy organization and presentation of the instructional content. Pictured illustrations are a helpful source of guidance in bed-making procedures and familiarity with equipment. The slant of the material lends itself very well to vocational training within this area.

Simplified Housekeeping Directions for Homemakers, Department of Housing
and Urban Development, U.S. Gov't., Printing Office, Washington, D. C.
8. Price $.15

Your Housekeeping Guide, Cook County Department of Public Aid, Committee
9. on Urban Opportunity, Chicago, Illinois

Three Easy Steps to a Spic & Span House, Cook County Department of Public
Aid, Bureau of Home Economics and Family Improvement, Chicago, Ill.,
10. 60606.

Arco Course on Housing Caretaker, Arco Publishing Co., Inc., 480 Lexington
11. Ave., N. Y. 17, N. Y., Price $3.00

Arco Janitor-Custodian Step by Step Guide, Arco Publishing Co., Inc., 480
12. Lexington Ave., N. Y., 17, New York, Price $4.00

Parent and Family Life Education, for Low-Income Families. (A guide for leaders) by Louise Proehl Shoemaker. Children's Bureau Publication No. 434-1966, Price 30¢

13. Even though these publications were not written for public school teachers the individuals dealt with were adults in need and the same philosophy can be applied. Possibly ideas which will help prevent some students from becoming helpless, disorganized, discouraged housewives.

Improving Home and Family Living...Among Low-Income Families, by Gladys O. White, Alberta D. Hill and Edna P. Amidon, 1962

14. (Appendix gives the story of a study done on children and their families, at Pine School, State University of Iowa, Iowa City, Iowa. "A Home Economist in Service to Families with Mental Retardation," by Mable H. Parsons.) Health, Education, Welfare Pamphlet, 15¢

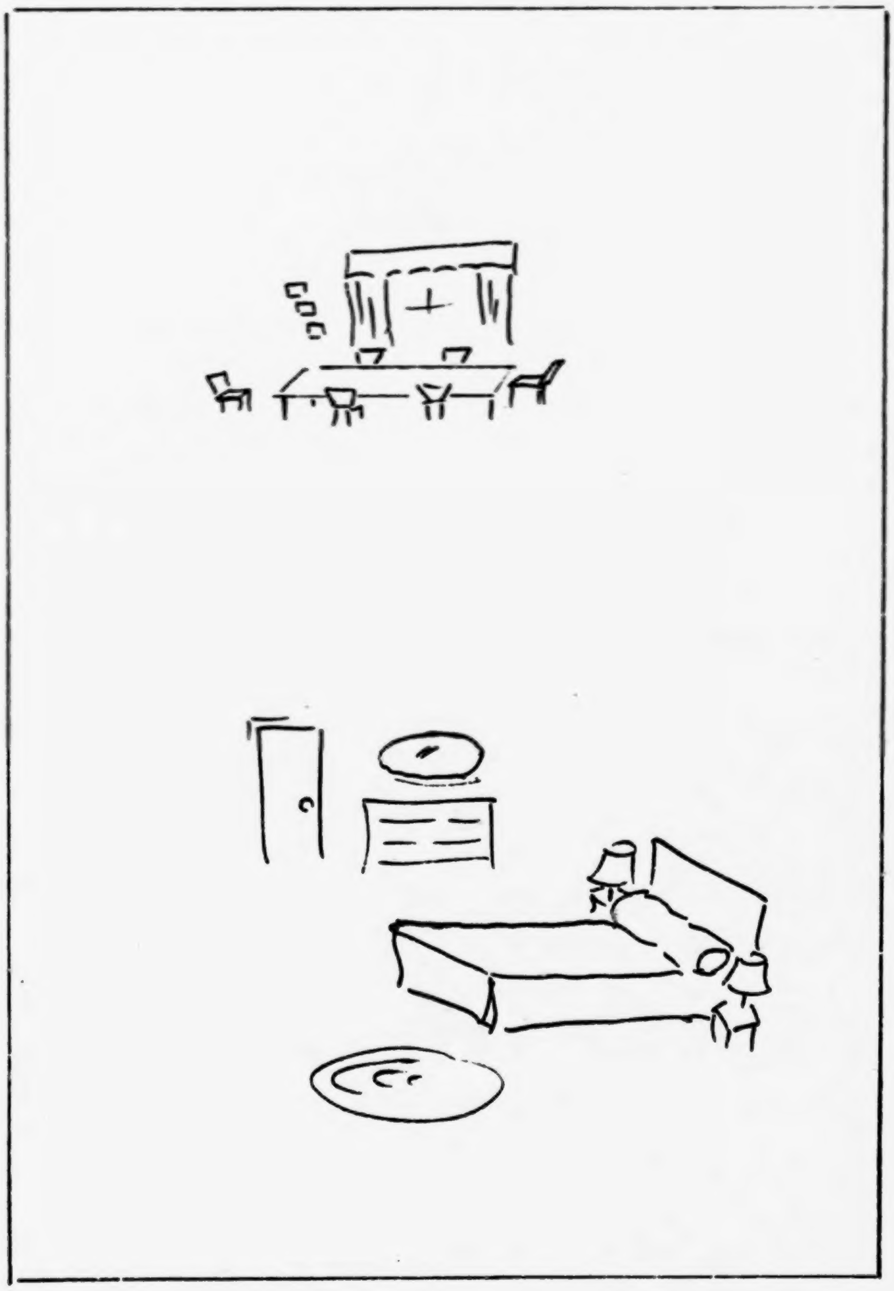
FILMS AND FILMSTRIPS

1.	Hidden Enemies, available from Lysol Company.		
2.	Wise Buying, U-3124	$1.65	Coronet Productions
3.	What is a Contract?, U-2559	$1.65	Coronet Productions
4.	Fire Prevention in the Home, U-3229	$1.65	Encyclopedia Brittanica Films, Inc.
5.	Home Electrical Appliances, U-1746	$1.65	Coronet Productions
6.	Home Management: Buying Food, U-3016	$1.65	McGraw-Hill
7.	The Most for Your Money, U-4087	$1.65	McGraw-Hill
8.	Safety Begins at Home, U-2126	$1.65	Young America Films, Inc.
9.	Your Family, U-2690	$1.65	Coronet Productions
10.	Your Family Budget, U-2874	$1.65	Coronet Productions
11.	Your Health at Home, U-3758	$1.65	Coronet Productions
12.	Your Thrift Habits, U-6278	$1.65	Coronet Productions

HOME MANAGEMENT

BULLETIN BOARD SUGGESTIONS

* FURNITURE ARRANGEMENTS WITH MOVEABLE CUT OUTS *



Unlimited arrangements are possible with moveable cut out pictures of furniture.

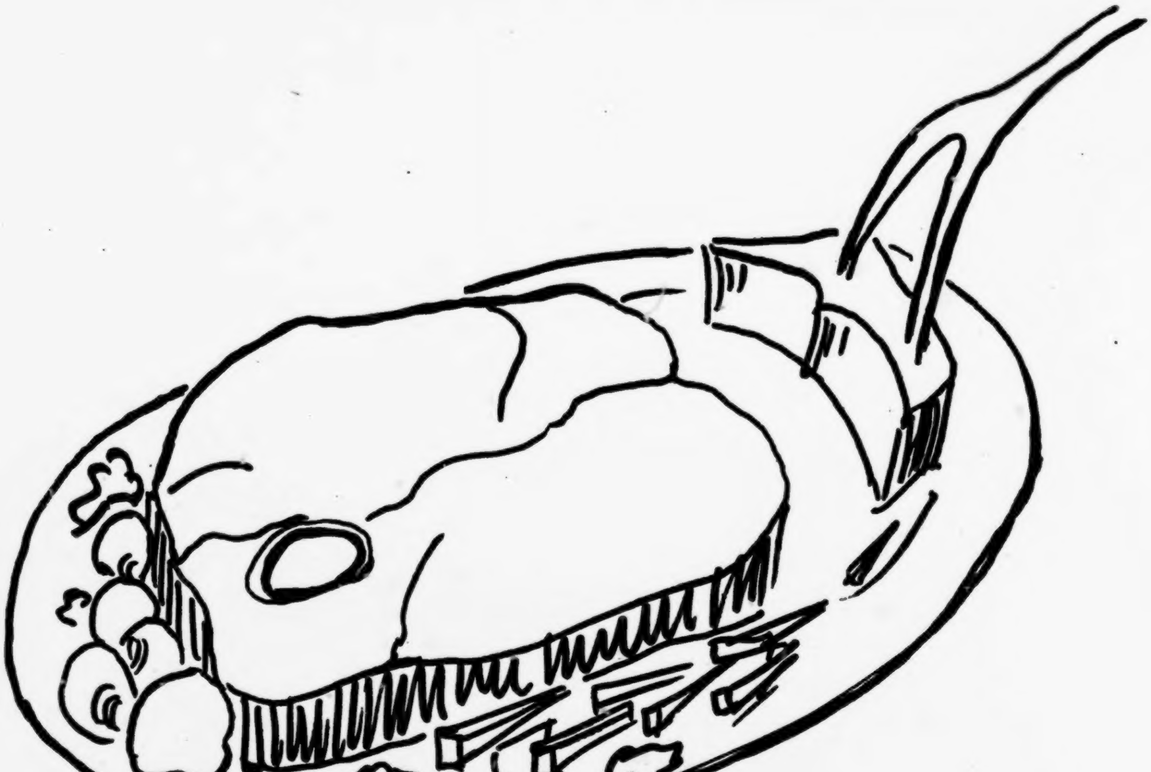
The teacher may wish to use newspaper pictures or make simple outline drawings on construction paper. Include such things as:

- chairs
- tables
- television
- lamps
- sofas
- etc.

Don't forget doors and windows.

There is much value in "wrong arrangements" too. They provide a starting point from which to build basic concepts of good arrangements.

FOODS AND NUTRITION



I. Topic: FOODS AND NUTRITION

II. Importance of Unit:

As previously stated, the majority of educable mentally retarded girls will become homemakers. The potential of a low income status should be anticipated and economy stressed in homemaking instruction. Often, the home environment has not afforded good ideas or practices related to nutrition. Training in selection and preparation of foods representing a good nutritional plan is essential for these students.

III. Suggested Sub-Units:

Using Commodity Foods
Measurement
Canning and Preserving Foods
Storing Foods
Use of Powdered Milk
Economical Menu Plans
Buying Food
Food Groups
Setting a Table
How to Use Leftovers

IV. General Objectives

A. Knowledge and understanding of
    1. Buying food skillfully and economically
    2. The importance of practicing good eating habits such as regular meals and pleasant atmosphere.

    3. The four basic food groups and their relation to good health.
    4. The necessity of proper food storage and handling.
  B. Knowledge and ability in relation to:
    1. Buying foods skillfully and economically
    2. Adequate sanitary measures in handling and preparing food
    3. Planning and preparing nutritious, economical meals
    4. Storing and preserving foods
    5. The wise use of leftover foods
    6. Serving meals properly and attractively
  C. Attitudes
    1. An appreciation of the worth of a well balanced diet as related to nutritional value and amount of food consumption.
    2. An appreciation of the aesthetic value of a pleasant atmosphere and attitudes as related to mealtimes.

V. Activities

  A. Initiatory
    1. Selection of a culminating activity, such as a luncheon for parents, at which unit learning may be practiced.
    2. Study and understanding of the basic food groups and the body's need for an adequate, well balanced diet.
    3. Plan a week of meals for the family, checking them for nutritional value, economy, and variety.
  B. Assimilating
    1. Field Trips
      a. Local supermarket
      b. Food processing services such as a bakery, meat-packing plant or cannery.
      c. Restaurant kitchen

   2. Speakers
      a. School nurse
      b. Dietician
   3. Bulletin Boards
      a. Basic Food Groups (See illustrated suggestions at end of Section III)
      b. How to prepare specific foods
      c. Use of powdered milk
      d. Low calorie desserts
      e. How to set a table
   4. Demonstrations
      a. Prepare a simple, nutritious meal
      b. Give a food show where pupils serve and instruct in what they have learned
      c. Set a table properly and attractively
      d. Show various ways to use leftover foods
      e. Clean various foods to show preparation for cooking
      f. Show storage preparation of foods
   5. Dramatizations
      a. Panel discussion of various newspaper advertising of foods
      b. Skit showing happy family mealtime
      c. Socio-drama illustrating good table manners

C. Culminating Activity
   1. Collection of recipes and cooking hints into a notebook
   2. Class food show

SAMPLE LESSON #1

Topic: Proper Eating Habits

Objective: To learn the importance of foods and eating habits in relation to body health.

NOTE: This lesson material is taken from Health for Happiness, R. F. Whaley, Austin, Texas: Steck-Vaughn Company, 1966. This explanation of nutrients is relatively simplified and therefore, presented as the type of coverage adequate for educable retarded students.

Suggestions for Lesson Approach

Good Habits in Eating (Chapter 10, page 85)

Perhaps you have heard the saying, "A person is what he eats." Although this is not altogether true, it is partly true. A man "is what he eats" when he eats too much and becomes fat, or when he eats too little and becomes thin. These things we can see.

When we miss a meal or have a later hour for eating than usual, we may feel weak and cross. Sometimes we get a headache. Sometimes our stomach feels upset. Our body is telling us that it needs food to carry on its work.

When we miss a meal or two, we do not feel very well. This we can understand. What may not be so clear to us are some other dangerous sicknesses that come from not eating right. We call this a poor diet.

THE FOUR MAIN FOOD GROUPS

The study of food and how the body uses food is called nutrition (new-trish-un). Medical doctors list our basic food in four main food groups.

- MILK GROUP - milk, ice cream, cheese, and other dairy foods. One glass of milk is equivalent to ten ounces of cheese or two dips of ice cream.

- MEAT GROUP - meat of all types, fish, eggs, dry beans, and peas, nuts, and peanut butter. One serving weighs about three ounces.
- VEGETABLE AND FRUIT GROUP - All vegetables and fruits. One serving is about one-half cup.
- BREAD AND CEREAL GROUP - all breads and cereals, corn meal, crackers, rice, macaroni, spaghetti. and flour. One slice of bread is equivalent to one ounce of cereal.

NOTE: Charts of food groups should be displayed in the classroom and copies made available for students. Use of pictures is highly recommended to make these groups easier to remember.

There are other foods which are in addition to the four main food groups. These foods give the body extra energy (en-er-gee). Energy is the strength and will to do work.

These additional foods may come from the four food groups, or from other foods. An extra serving from one of the four groups may be an "additional food"; or eating something like candy or a piece of cake may be an "additional food". If the additional food comes from one of the four main groups, it will better fill the body needs.

The important thing to remember is that the body needs food from each of these groups every day. A diet that has the right amount of good from all the groups each day is called a balanced diet.

WHAT IS IN FOOD?

When we eat food, our body changes the food into substances it can use. The body does this through digestion. Digestion begins in the mouth, where the food is chewed. After the food is swallowed, the stomach acts on it, making it still easier for the body to use. Next, the small intestine completes digestion of foods.. The food is taken up by the little blood vessels in the small intestine. The heart then pumps this food-rich blood to all the body cells. The material the body cannot use as food passes to the large intestine. Here some water is taken in by the large intestine. The rest of the material then moves to the rectum where it passes from the body in intestinal waste.

What are these basic food substances so important for life? They are divided into proteins (pro-teens), vitamins (vy-ta-minz), minerals (min-er-alz), and energy food.

PROTEINS - This material helps our bodies build new cells and the chemical substances that help digest the food. Proteins also help to build chemical substances that help the body to grow and work properly and to build antibodies against disease.

The dairy and meat group give the most proteins. It is important to know that different kinds of proteins do different things. Other foods help the proteins to be used differently by the body.

VITAMINS - There are two main kinds of vitamins: those that the body can store, and those that the body cannot store. Vitamins have been given different letters to tell them apart. The vitamins that can be stored are those called A, D, E, and K. These vitamins that cannot be stored are called the B group and Vitamin C (The "B" group contains a number of vitamins that are much alike, but are different in the ways they help the body.)

The vitamins A, D, E and K are important in keeping the skin in good working order. These vitamins are also important in helping the blood form clots and prevent extra bleeding. These vitamins also aid digestion, help to harden bones and teeth, and help the body to use minerals.

Vitamin A is present in most foods. Some common foods which give large amounts of Vitamin A are cream, butter, milk, eggs, carrots, green and leafy vegetables, liver.

Vitamin D is sometimes called the "sunshine" vitamin. This is because the skin makes vitamin D when direct sunlight falls on the body. This vitamin is very important for using the mineral calcium in making strong bones and teeth. There is some vitamin D in eggs, and this vitamin is often added to milk. (If it is added to milk, the milk bottle or carton will say so). Cod liver oil has large amounts of vitamin D.

Vitamins E and K are in green vegetables, and "leafy" vegetables (Like lettuce and cabbage) have vitamins E and K. Milk also has some of these vitamins in it. The exact work of these vitamins is not known, except that vitamin K does help blood to clot.

The above vitamins are those that the body can store. It is important to know that the body is able to store them, because if we get too much of them, the body can "put them away." Then, if enough of these vitamins are not eaten in the diet, the body can use up those which have been stored. Today it is even more important to know about vitamins.

Let us learn now about the vitamins that the body cannot store - vitamins of the B group and vitamin C. These vitamins help the cells of the body to carry on their life. Many changes must take place in the body cells in order for them to live. These vitamins help these changes to be made.

Vitamins in the B. group are supplied by foods from each of the four food groups. The B vitamins help keep nerves and eyes, and skin and blood in good working order. They help the cells to use food, and they help in digestion and in keeping the digestive organs healthy.

Vitamin C comes mainly from citrus fruits like oranges and lemons and from vegetables like tomatoes and potatoes. This vitamin is important in keeping the gums, skin, and blood vessels healthy. It also helps in preventing infections in the body.

The vitamins are important for good nutrition. We have read how the vitamins help the body to use minerals. Let us learn now of the minerals that are important in body nutrition.

MINERALS - There are a number of minerals needed by the body to keep healthy. There are too many of these to talk about here. We will simply say that the main minerals the body needs are calcium, iron, and iodine. There are many others.

Calcium is needed for bone growth and repair, also for the growth of teeth. Calcium also helps the blood to clot properly, the muscles to do their work well, and the nerves to carry on their work properly. Calcium is also needed in helping the body to use all the other minerals. Calcium is a very important mineral. Though calcium comes from all four food groups, it comes mainly from the dairy group.

Iodine is needed by the body to prevent cells from using food energy too quickly or too slowly. If the body does not use enough energy from the food it gets, the person may gain weight, slow down in his body actions, and slow down in his mental thinking. He may also feel cold or "chilly," and his skin will not look good.

Iron is needed by the body to build red blood cells. It is needed by all the cells, but it is especially important for the red blood cells. Without iron, the red blood cells cannot carry oxygen to the other body cells.

If more energy is used by the body, the person's heart beats faster, and he may become very restless and be easily upset.

Also when there is not enough iodine in the diet, the neck may "swell" or get much larger. This condition, called goiter, may last for a long time.

Iodine comes from sea food (fish of the sea, not freshwater fish) and also from special salt to which iodine has been added. This is called "iodized" salt (adding iodine does not change anything else about the salt). If the salt has iodine added to it, the salt carton will say so.

ENERGY - Whenever we move about in work or play, our bodies use energy. Each of us does different work or play, and each of us uses different amounts of energy.

The amount of energy used by the body changes with the amount of work and play we do, our age, and our state of health. When a woman is going to have a baby, she needs more energy; also, her energy need is more while she is nursing the baby.

Body size is also important in energy needs. A large person uses more energy in moving about than a small one. (It takes more energy to move more weight.)

All the four major food groups give energy in various amounts. Body energy needs are measured by a unit called a calorie (cal-or-ee).

The energy food taken in by the body should balance with the amount of energy the body is using. If more calories (energy units) are eaten in food than are used by the body, a person puts on weight. If more calories are used than a person has taken in, he loses weight. Today, people have many health problems because they weigh too much or too little.

Mealtime should be a time for family closeness. Meals should not be rushed, and, above all, they should be pleasant.

Fighting among family members at mealtime is not good for mental health.

Family upsets may interrupt a person's digestion and lead to pain inside the body. Parents should not spend their time in trying to get children to eat this thing or that thing. If children do not eat properly for a short time, they will not be hurt.

The wise housewife who wants her family to be healthy will plan her weekly meals around the four basic food groups. Most women profit by making a list of the meals for a whole week. In this way, they can shop and buy all the necessary groceries at one time.

By planning ahead the housewife can add variety to her meals. She can save money by buying in larger amounts. She can see that her money covers the entire week's food needs. And if her money is low she can use cheaper foods in the same four good food groups.

NOTE: Providing this information to students will come gradually and should be reinforced through use of pictures and frequent review exercises.

The students will need specific examples of substitute foods in each group. They will also find more meaning in knowing what body needs are supplied by specific foods than food group. It is good to "group" the actual foods to emphasize the proper balance, however.

Actual practice should be provided for estimating amounts of food which are required in a balanced diet. For example, one serving may mean ¼ or ½ cup of vegetables. Three ounces, or one serving, of meat, will not be meaningful until the students have seen this amount repeatedly, have actually put this amount on a plate, and may recognize it from this experience.

RESOURCE MATERIALS

Charts of Food Groups

Pictures of different foods

Artificial Fruit and Vegetable displays

Health for Happiness, Whaley, R. F., Austin, Texas: Steck-Vaughn Co., 1966.

SAMPLE LESSON #2

Topic: Purchasing Food

Objective: To become familiar with general prices of foods and estimating amounts to be spent regularly.

NOTE: This lesson example is taken from We Are What We Eat, Spitze, Hazel Taylor and Patricia H. Rotze, Austin, Texas: Steck-Vaughn Company. This text is written at a third grade reading level and contains story lessons which may be used individually. Two lessons (chapters) are presented here, with the exercises which follow them. Worksheets for the exercises presented are included in the packet of materials for duplication.

Suggestions for Lesson Approach

FOOD MONEY (Chapter 41, page 81)

On Saturday, Mary goes to the grocery store.

Mary reads the grocery ads before she goes. She plans to buy all four kinds of good. She makes a list before she goes to the store.

Mary plans how much money she can spend. She has $35.00 to buy all the food her family needs this week. She will spend $30.00 on Saturday. She will keep $5.00 to spend during the week.

Mary plans how much to spend on meat. She must have money for bread, fruits, vegetables, and milk, too.

1. Put an X by the things Mary does before she goes to the grocery store.

________Sweeps the floor

________Reads the newspaper ads

________Plans to buy all four kinds of foods

________Makes a grocery list

________Asks the children what they want to eat

________Plans how much she can spend

2. Put an X by the one that cost less.

________grapefruit at 6 for 49¢

________grapefruit at 10¢ each

________oleo at 4 pounds for $1.00

________oleo at 34¢ a pound

________ice cream at 79¢ for a half-gallon

________ice cream at 42¢ a quart

________onions at 29¢ for 3 pounds

________onions at 89¢ for 10 pounds

FOOD FOR THE JACKSONS (Chapter 42, page 83)

The first thing Mary buys at the store is meat. She does not buy bacon, steak or pork chops. These meats cost too much. She gets hamburger, chicken, liver, and canned meats.

Mary buys vegetables and fruits. She gets enough bread on Saturday to last until Tuesday. Bread will not stay fresh all week. She buys cereal, too.

Mary puts dry milk, cottage cheese, and ice cream in the cart. She has all four kinds of food to keep her family healthy.

1. Name the meats that Mary put in the refrigerator.

____

What kinds of meat did Mary put on the shelf?

____

2. Mary bought four cans of tomatoes. Each can weighs a pound and costs 18¢. Fresh tomatoes are 31¢ a pound.

(1) How much did she spend for tomatoes?________________

(2) How much would four pounds of fresh tomatoes cost?__________

(3) Which costs less, four pounds of canned or fresh tomatoes?______

(4) How much less?_________

3. Fresh tomatoes are "in season" during the summer. Many foods cost less "in season." Put an X by the foods that are cheaper "in season."

______flour

______fresh corn

______oleo

______grapefruit

______pickles

______tomatoes

______oranges

______coffee

______potatoes

______sugar

- -

The suggested field trip to the supermarket might follow these lesson types. Planning for the food show, preparing the grocery list and comparing costs could be done at this time, or a "practice" trip simulating the family weekly shopping might be more practical. Review of the field trip, a written class account of the trip, and suggested cooperation on such jobs in the actual home situation may make this more meaningful.

RESOURCE MATERIAL

Grocery advertisements from current, local newspaper

Charts of food groups

We Are What We Eat, Spitze, Hazel Taylor and Patricia H. Ratze, Austin, Texas: Steck-Vaughn Company, 1966.

Life Experience Unit, Family and Home, Advanced Level (Lesson #3), Special Education Curriculum Development Center, University of Iowa, Iowa City, 1967.

The Newspaper, A Major Supplement to the Language Arts Program for the Educable Mentally Retarded, Special Education Curriculum Development Center, University of Iowa, Iowa City, 1967.

ADDITIONAL RESOURCE MATERIAL

Applied Mathematics for Girls, Davis, Nettie Stewart and Bonnie Foster Terrio. Bruce Publishing Co., Milwaukee, 1963.

1. Would be of interest to girls in that problems apply to various aspects of their lives now and as it will be in the future. An "arithmetic" book with recipes would be a novelty. This would be useful in a situation in which one would be teaching Home Economics and also mathematics. Material varies in difficulty so would be of use with some, if not all were able to master it.

Seventeen Cookbook. Macmillan Co., 1964, 3rd Printing, 1966

Three sections:

Beginners Cookbook

Day-to-Day Cookbook

Party Cookbook

2. The first section contains a thorough coverage of basic information relating to cooking - needed utensils, equipment, measurements and equivalents, language of cooking, methods, herbs and spices.

Mary Makes a Cake, by Emma L. Brock, New York: Alfred A. Knopf, 1964

3. "When Mary decides she is going to learn cookery, Grandmother shivers, Mother shudders, and Father laughs. They all know that cooking is a slow and precise art that takes plenty of patience. And plenty of patience is just what Sudden Mary does not have."

Mary's experiences with learning to cook provide fun and impress upon the slow or retarded reader important facets of what not to do as well as what to do correctly.

Foods in Homemaking, Cronan, Marion L. and June C. Atwood, Peoria, Illinois: Charles A. Bennett Company, 1965.

4. This text has been selected as one which might offer much help in the food area. The reading level is above that of the group for which this unit is intended, but the black and white photographs together with 118 outstanding color photographs would tempt any student to browse through it. The accompanying titles of explanations would not be too difficult to read as the pictures would aid in acquiring the meaning. The first chapter "What Food Means" would make an excellent introduction to the study of foods if it were read to the class. Little interest-catching details would hold the attention of the group. The origin of the word "lady" is given, and could lead to a profitable discussion as to the importance of the homemaker today.

The relationship of food to history is illustrated by the Potato Famine in Ireland and imigration of many from that country to the United States. The ancestors of former President Kennedy are not mentioned in the book but students would be interested to learn that they were among those who left because of the economic conditions caused by the famine.

Suggestions for activities are given which could be assigned according to the ability level of the individual students. Each chapter concludes with a summary which could provide "experience chart" materials for the notebooks.

The sections, "Other Readings of Interest" could be used if higher level students were part of the class.

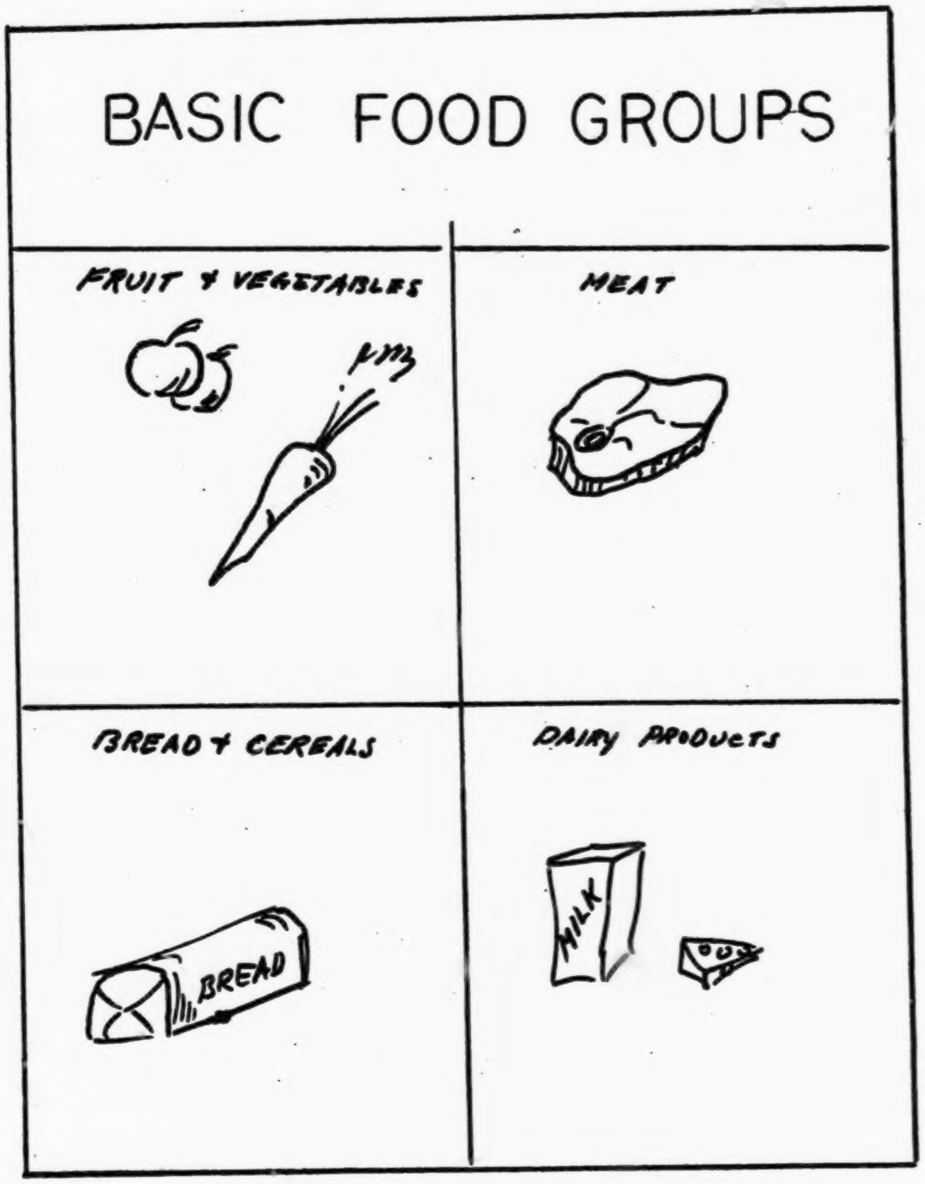
FILMS AND FILMSTRIPS

1.	Your Food, U-3777	$3.25	Young America Films, Inc.
2.	America Learns to Fly, (nutrition), I-1290	$1.00	National Dairy Council
3.	Better Breakfasts, U.S.A., I-6088	$ .75	Cereal Institute
4.	Cooking: Kitchen Safety, U-2850	$1.65	McGraw-Hill
5.	Cooking: Measurements, U-2848	$1.65	McGraw-Hill
6.	Cooking: Planning and Organization, U-2847	$1.65	McGraw-Hill
7.	Cooking: Terms and What They Mean, U-2849	$1.65	McGraw-Hill
8.	Food, U-2124	$1.65	McGraw-Hill
9.	Let's Measure: Pints, Quarts, and Gallons...U-4463	$1.65	Coronet Prod.
10.	Let's Measure: Inches, Feet, and Yards, U-3610	$1.65	Coronet Prod.
11.	Let's Measure: Ounces, Pounds, and Tons, U-4462	$1.65	Coronet Prod.
12.	Measurement in the Food Store, U-6035	$1.65	Coronet Prod.
13.	Meat and Romance, I-984	$1.00	National Livestock and Meat Board
14.	Menu Planning, U-3614	$1.65	Coronet Production
15.	Principles of Baking, U-1584	$1.65	Encyclopedia Brittanica Films
16.	Preserving Food, U-2875	$1.65	Coronet Production
17.	Better Biscuits, General Mills Company, Minneapolis, Minnesota		
18.	Cookie Wise, General Mills Company, Minneapolis, Minnesota		
19.	Food for Life, Swift and Company, Chicago, Illinois		
20.	Good Food, Good Health, Good Looks, Lever Brothers Company, Chicago, Illinois		
21.	Mealtime Can Be Magic, General Mills Company, Minneapolis, Minnesota		
22.	Muffin Making, General Mills Company, Minneapolis, Minnesota		
23.	Off to a Good Start, H. J. Heinz Company, Pittsburgh, Pa.		
24.	Song of the Salad, H. J. Heinz Company, Pittsburgh, Pa.		

FOODS AND NUTRITION

BULLETIN BOARD SUGGESTIONS

* BASIC FOOD GROUPS *


BASIC FOOD GROUPS
FRUIT + VEGETABLES
MEAT
BREAD + CEREALS
DAIRY PRODUCTS
BREAD
MILK

Use pictures from various sources to illustrate the four basic groups.

Later remove the pictures and let the students decide into which group each picture belongs.

CLOTHING

I. Topic: CLOTHING

II. Importance of Unit:

Learning the proper care of clothing and acquiring sewing ability will enable girls to improve appearances, practice good economy, and have more clothing. Students from homes representing low income status will particularly benefit from this ability.

Vocational opportunities for the educable mentally retarded may be expected in some areas where care of clothing and ability in sewing will be useful.

III. Suggested Sub-Units

Selection of Appropriate Clothing

Clothing budget

Mending Equipment and Procedures

Sewing

Ironing

Laundering and Cleaning

Clothing Storage

Accessories

Fabrics

IV. General Objectives

A. Knowledge and Understanding of

1. Appropriate dress for protection and occasion
2. Differences in fabric
3. Importance of clothing care
4. Care in selection of clothing

B. Knowledge and ability in relation to

  1. How to purchase clothing for purposes of economy, durability, and individual suitability
  2. Practical selection of fabrics
  3. Routine care of clothing
  4. Sewing procedures

C. Attitudes

  1. An appreciation of economical habits which may be acquired in relation to clothing
  2. An appreciation of cleanliness and effect of appearance as related to clothing
  3. An appreciation of creative experiences possible through design and development of clothing

V. Activities

A. Initiatory

  1. Individual inventory of wardrobe for classroom project (mending, alterations, and restyling.)
  2. Selection of unit project in area of sewing (degree of difficulty dependent upon levels of ability represented by specific class.)

B. Assimilating

  1. Field Trips
    a. Neighborhood dry cleaner, laundromat and self dry cleaner.
    b. Retail clothing store (prearrange for manager to discuss points of wise clothing purchase)
  2. Speakers
    a. Manager of dry cleaning establishment to speak on importance of clothing care

3. Bulletin Boards
    a. Appropriate styles for individual body types (See illustrated suggestions at end of Section IV)
    b. Use of accessories
    c. Clothing for protection from the weather
    d. Points to consider when buying clothes
    e. Types of fabrics
    f. Points to remember in clothing care
4. Demonstrations
    a. How to iron specific items of clothing
    b. Mending equipment and procedures
    c. Proper storage of clothing items
    d. Sewing procedures
    e. Self-laundering and dry cleaning procedures
5. Dramatizations
    a. Purchasing clothing items
    b. Style show
    c. Television commercial-type discussion of products for clothing care

C. Culminating Activity
    1. Selection of sewing project related to ability level; simple dress wherever possible
    2. Style show and display of any other sewing projects completed by class members

Sample Lesson #1

Topic: Beginning Sewing Project

Objective: To use a "fun project" for practicing beginning habits of sewing procedures.

Suggestions for Lesson Approach

A simple sewing project which might be suggested as something to make for little sister's doll would give practice in using measurements in sewing before starting a major project.

Permission has been granted by Lorene Wennerstrom, whose column appears in Chicago's American Newspaper, for use of her column from the July 9, 1967 issue.

The complete column follows with instructions which may be reproduced for inserting into the girls' notebooks.

Strictly Sewing

Doll Clothes -- a Start for Junior Seamstresses by Lorene Wennerstrom

"I don't have a thing to do, Mom!" Does that sound familiar? Whenever I said that to my Mom when I was a little girl, she replied, "Why not make some doll clothes." What wonderful training this is and what fun! We even had an orange-crate stage with draw curtains for our fashion shows.

Do you remember that your small doll even had a bridal outfit and it wasn't "store bought" either. What a beautiful train an old lace curtain makes! What a beautiful gown a discarded satin slip makes! What intricate designs can be created from a broken string of beads! Those were some fashion shows.

We stomped around in high heels, a picture hat, and a too-big gown to "present" our new couture collection to a bored, mostly-male audience whose knickers left a lot to be desired in the fashion world.

Cut out the following instructions for a doll's shift and the next time your little girl says, "Mom, I don't have a thing to do," tell her to sew a dress for her doll.

Here are the instructions for a shift for a teen-age doll about 11½ inches tall such as a Barbie doll: YOU WILL NEED:

paper
pencil
ruler
scissors
needle
thread
pins
fabric scraps
narrow edging
enthusiasm

NOTE: Pattern drawings included in packet of materials for duplication.

1. On a piece of paper draw a rectangle 7 inches long and 2¼ inches wide to make a pattern the same as in FIG. 1.
2. Cut out this pattern and pin it onto your fabric. Be sure to place the FOLD side of the pattern on the fold of the fabric. Carefully cut out two of these pieces. This gives you a front and back.
3. See the part marked shoulder. With the right sides of the front and back pieces together, sew a narrow seam across the shoulder using tiny stitches. FIG. 2.
4. "Finger press" these seams flat open. This means you moisten your fingers and press down along the seams.
5. Onto the wrong side, pin a very narrow edging such as Wal lace around each arm-hole and the neckline so that a tiny bit of the lace sticks past the edge, and sew it. FIG. 3.
6. With the right sides together, pin the front and back side seams together and sew them together.
7. Turn the dress to the right side and try it on your doll. Pin-mark the

length. Cut away any extra fabric along this mark.

8. Sew some edging around the skirt bottom the same as you did around the armholes and neckline.

SAMPLE LESSON #2

Topic: Seasonal Care of Clothes

Objective: To accept the value of and learn habits of continuous clothing care.

Suggestions for Lesson Approach

NOTE: The text suggested, and used for this lesson, is The Care We Give Our Clothes, by Margret J. Hanson. This uses story examples to illustrate situations indicating need for good clothing care habits. This lesson excludes the story example and is Chapter 3, Page 63 through 74.

"If we live in a place where the weather changes from season to season, we usually change the kind of clothes we wear. We may have different clothes for summer, winter, spring, and fall. Most of our clothes can be worn for more than one year, so we should take good care of them when we are not wearing them. Then they will be ready to wear when we need them.

WHY WE STORE CLOTHES

When there is a change of season, we need to look in our closets. Storing the clothes we are not wearing gives us space in our closets and drawers for the clothes we are wearing.

Clothes are also stored to protect them from dust, dirt, insects, and mildew. However, it must be the right kind of storage. Look at the labels on your clothes. Some labels have directions for storage.

PLANNING STORAGE

At the end of each season, plans should be made for storing our clothes. We should think of these things:

a. which garments we want to store

b. where we are going to store them

c. what equipment we need for storing them

Garments to be Stored

We will have to decide what garments we want to store. Some garments may be worn all year. A sweater, for example, may be used in the summer on cool nights, as well as in the winter. What clothes we store may be decided by the things we do. If we have a summer job, we may need to wear a certain kind of clothes. Each of us may think about her own needs."

SUGGESTION: A Class activity may be prompted by this information in that the students may choose to make decisions about the seasonal use of their own clothing and follow storing procedures learned in this lesson material. If chosen as a project, teacher guidance through listing of clothing articles and selection of season for which garments are appropriate is suggested. Then, individual plans for storage may be made in relation to specific home situations.

Storage Plans

NOTE: See Lesson #5, Section II, re. Pamphlet PA-738.

"There are different places we can store our clothes. Some of us have closets; some of us do not have closets. Some of us have many clothes to store; some of us do not have very many. Some of us live where the weather is almost the same all year round. We may not need different clothes for each season. We may not need any storage space.

If we do need storage space, there are several places we can look for it. If we have a basement or an attic, we might use one of them. However, the basement may be damp and the attic may be hot. They may not be good places for storing things.

A closet is a fine place for storage. Maybe we do not have an empty closet we can use. We may use only part of a closet, such as a shelf at the top. Perhaps we have a chest of drawers - or only a few drawers - which we can use for seasonal storage. We may have no other place for storage than in boxes and under our beds. Whatever works best for us is what we should do.

When the season is changing is a good time to do many chores. Not only is it a good time to store our clothes; it is a good time to clean the closets, cupboards, or chests used for storage. Take everything out of what you are going to clean. Remove the old shelf paper. Air and vacuum everything. Wash what can be washed (closet walls, shelves, and floors) kill any insects that might be in the closets or drawers. It will also give everything a fresh, clean smell.

Paint the closet, if needed. Paint acts as a disinfectant. Spray all cracks or holes with moth or insect spray. Maybe you will want to use something other than spray to kill the moths or insects that might be there. Air suitcases, shoe and garment bags, and drawers. Put new shelf paper on shelves.

Doing these things will make our storage places safe for the garments we want to store.

Storage Equipment

We have talked about the garments we will store. We have talked about storage places. Now we are going to talk about the equipment we will need.

There are many kinds of equipment. We may want to buy a plastic garment bag for the clothes we store hanging in a closet. If we don't want to buy a bag, we can use a plastic or paper bag from the dry cleaners. If we have done our own dry cleaning, we can use a brown paper bag.

We may buy storage wardrobes and large metal boxes for storing woolen sweaters, socks, and blankets. Blanket-sized boxes can be bought for storing garments under a bed. Trunks and suitcases can also be used. If we cannot afford to buy any of these, we can get some cardboard boxes. They can be used to store things on a closet shelf, under a bed, or anywhere else there is space.

Small plastic bags with zippers can be bought for sweaters or other clothes we want to store in a drawer. We can also buy plastic boxes. If we want to use plain plastic bags, we can just tape the ends closed. If we have no bags, we can make our own. Cut plastic or paper the size you want. Fold it in half and tape two sides. One end will be left open to slip your sweaters in.

Larger plastic bags can be bought or made for blankets and quilts. These things can then be stored safely on a closet shelf.

SUGGESTION: The ideas on home-made storage containers would provide good class activity projects. The teacher and class members may supply the plastic needed for making the containers which each individual might use in her own home according to storage needs indicated by the previous appraisal. Caution with regard to safety measures in keeping plastic bags out of the reach of small children should be emphasized, with reasons given (danger of smothering with possibility of plastic adhering to mouth areas).

Follow-up lessons to accompany this study would include remodeling and repair of clothing which may not be usable in present condition, but may be restyled or mended for further use. Having the students bring their own garments to class would be a most helpful learning experience. These may be used for instruction on mending procedures and equipment, and hints for remodeling necklines, hems, and sleeves, for example. The actual experience of improving the individual wardrobe will encourage students to continue the good habits learned in the classroom.

A further extension of this storage lesson would be on methods of making more storage space available. This could include sewing projects in which students make shoe bags, laundry bags, and orange-crate shelf space.

RESOURCE MATERIAL

The Care We Give Our Clothes, Hanson, Margret J., Austin, Texas: Steck-Vaughn Company, 1966.

New Fabrics, New Clothes, and You, Butman, Grace A., Austin, Texas: Steck-Vaughn Company, 1966.

ADDITIONAL RESOURCE MATERIAL

New Fabrics, New Clothes and You, Butman, Grace A., Austin, Texas: Steck-Vaughn Company, 1966. 92 pp., Softbound. List $1.65, Net $1.24, Grade 4-5 reading level.

1. Ten chapters. Illustrations make explanations easily understood. Words which might be confusing are defined. Chapter 9, "Tips for Shopping Trips" includes, "How You Should Pay for Your Purchases" (consumer economics). Chapter 10, suggests methods of recording and filing tags and information on clothing as well as fabrics purchased for home sewing.

Care We Give Our Clothes, Hansen, Margaret J., Austin, Texas: Steck-Vaughn Company, 1966. 94 pp. Softbound. List $1.65, Net $1.24. Grade 4-5 reading level.

2. Five chapters, each introduced with clothing problems involving a family named Ford. Solutions or suggestions are provided in concise instructions with illustrations which can be easily followed.

Chapter titles: Daily Care of Clothes
Weekly Care of Clothes
Seasonal Care of Clothes
Ways to R model Clothes
Places to Keep Clothes

The last chapter suggests built-in features for closets which can be easily and inexpensively constructed.

You Are a Consumer of Clothing, Garrett, Pauline E., and Edward J. Metzen. Ginn and Company, 1967. Paperbound.

3. Not easy reading level. Very thorough treatment of teenagers role as a consumer. Even though it emphasizes clothing it presents a clear understanding of basic economic truths which could be made clear at secondary educable mentally retarded level.

Snip, Clip and Stitch and teachers manual by Twyla E. Hartley. (Parkinson Division Program Materials for Mentally Retarded Students) Follett, 1967. Workbook, Net $2.96, Manual $2.10

4. Written especially for educable mentally retarded students, but careful examination before purchase is recommended. A limited budget could be adjusted to cover the same materials at lower cost. Many good features, but drawbacks for student use exists. Illustrations of measurements and the measuring table were not drawn to scale. Other illustrations would be confusing to some students.

Let's Find Out About Clothes, Pitt, Valerie, New York: Franklin Watts, Inc. 575 Lexington Ave., 1967.

5. This recent publication is a small, cleverly illustrated book with simple paragraphs on the reasons for wearing clothes, sources of clothing materials, appropriateness of clothing articles and the use of patterns as necessary for clothing construction. The book is short and appropriate for senior high or advanced level educable retarded students, although they may need assistance with some of the vocabulary.

Nothing to Wear but Clothes, Jupo, Frank, New York: American Book Co., 1953.

6. The illustrations and brevity of paragraph and book length will make this appealing to the educable retarded student. Some assistance may be needed

with vocabulary.

Content is a brief history of clothing and how various fashions evolved.

The Lucky Sew-It-Yourself Book, Sokol, Camille, New York: The Four Winds Press, 1964.

7. This delightful book is written in a very elementary manner and gives simple instructions for completion of a scarf, a pocketbook, an apron, and a pin cushion. Although the illustrated tasks are simple, the book gives excellent practice in following directions and becoming familiar with basic sewing materials. It is suggested for use with beginning sewing instruction for junior high or advanced educable retarded students.

Clothing Repairs. Home and Garden Bulletin No. 107. U.S. Dept. of Agriculture.

Available from: Supt. of Documents
U.S. Government Printing Office
Washington, D.C. 20402 25 cents

8. "You may not enjoy repairing clothes, but it does pay off in better appearance and savings for the whole family. Now as always, the stitch-in-time means fewer clothing replacements and more money for other needs."

The direct quote from the bulletin makes it a good choice to use in a course designed to improve home life through minimizing money problems.

The five areas covered are:

Mending equipment and aids

Basic repair stitches and their uses

Reinforcement of garments before they are ever worn

Patches and darns

Mends for damage commonly found in family clothing

Sewing Aids from: Iowa State University
Cooperative Extension Service
Ames, Iowa 50010

Series of Leaflets - *Sew-Along* C1-851 A through M, 1967.

C1-851 A How to Measure Your Size
B How to Choose Fabric
C How to Make Your Pattern Fit You
D How to Cut Out Your Pattern
E How to Make Darts
F How to Make the Front of Your Dress
G How to Make the Back of Your Dress
H How to Stitch Seams
I How to Make the Neck Facing
J How to Put in the Zipper
K How to Make Armhole Facings and Side Seams
L How to Hem Your Dress
M Sewing Tools You Need

Leaflets are notebook size and might be appreciated after the girls have learned through demonstration and practice each of the steps. Some leaflets would not need much classwork.

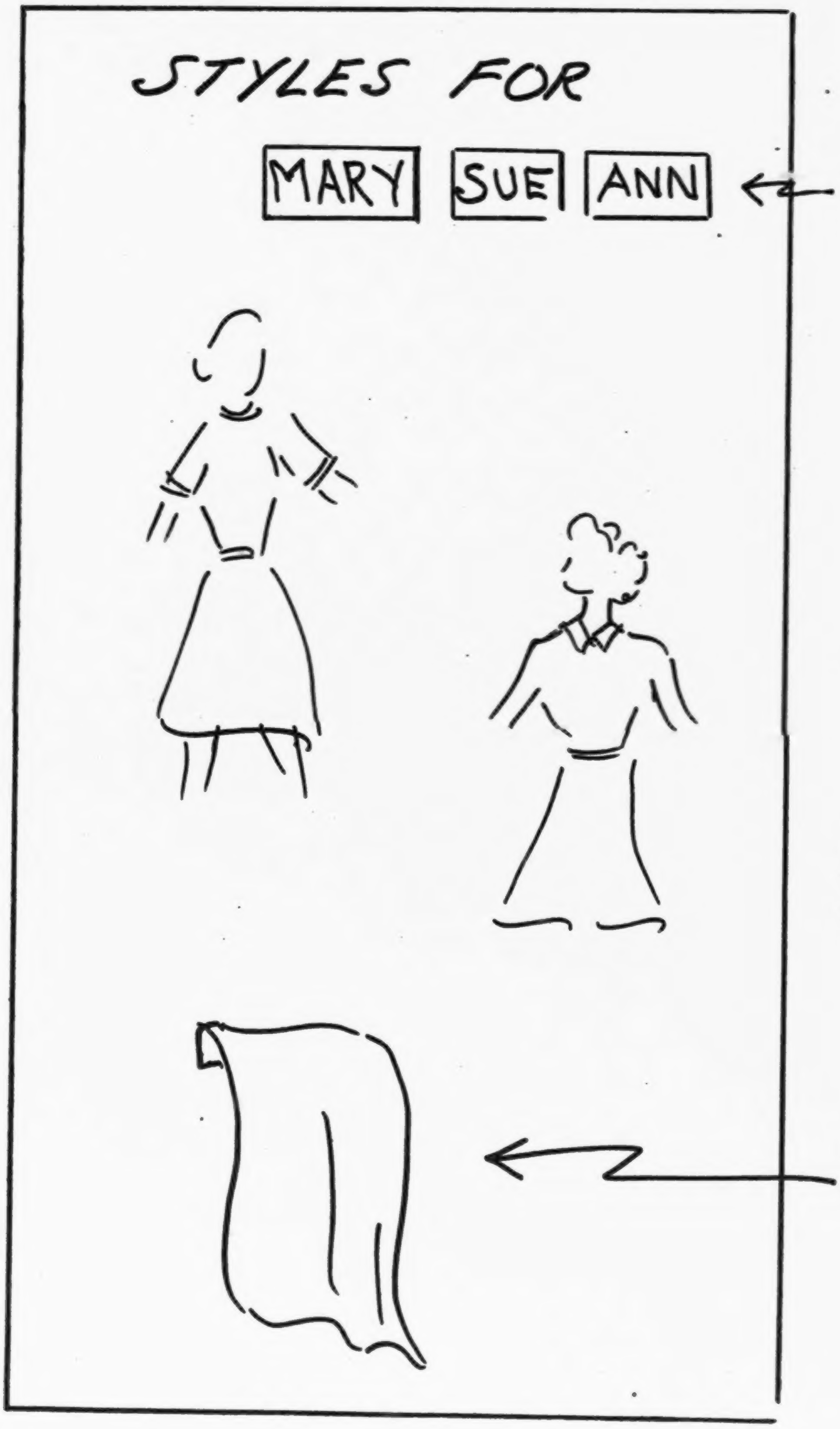
FILMS AND FILMSTRIPS

1. Color and You, available from local J. C. Penney Company
2. Color as You Wear It, available from local J. C. Penney Company
3. Take a Look at Color, available from local J. C. Penney Company
4. Applying a Dress Zipper, available from local J. C. Penney Company
5. Applying a Skirt Zipper, available from local J. C. Penney Company
6. Making a Blouse, available from local J. C. Penney Company
7. Making a Dress, available from local J. C. Penney Company
8. Making a Skirt, available from local J. C. Penney Company
9. Basic Fibers in Cloth, U-2549............$1.65.......Coronet Production
10. Truly Yours (buying dresses and making alterations), U-3708.............
 ....$6.00.........United World Films
11. Your Clothing, U-3774...............$1.65......Young America Films, Inc.

CLOTHING

BULLETIN BOARD SUGGESTIONS

* APPROPRIATE STYLES FOR INDIVIDUALS *



Title includes girl's names. No need to refer to "short-stout", etc.

Clip pictures from magazines, newspapers, mail-order catalogs

A sample of a typical fabric

CHILD CARE

I. Topic: CHILD CARE

II. Importance of Unit

A study of child care is important to any girl for her potential role of mother. Stressing this importance, Dr. Charles McIver, addressing a group of college women, stated, "when you educate a man, you educate one person; when you educate a woman, you educate a whole family."

The educable mentally retarded girl needs to feel her importance as a female and be encouraged to accept this as reason for developing attitudes and acquiring knowledge and skills worthy of her expected position as wife and mother.

Child care is a very realistic and worthwhile consideration as a source of present and future employment. Baby sitting should be approached as a serious, highly responsible job for which preparation is essential.

The following paragraphs are reprinted from *The Slow Learning Program in the Elementary and Secondary Schools*, Curriculum Bulletin no. 119, Cincinati Public Schools, 1964, p. 343.

> "...possibly the most important problem related to the complexity of homemaking and family living is child care. Despite the fact that the slow learner is limited, he will marry and raise a family. Society will hold him responsible for the welfare of his family and will exact certain duties from him. The slow learner will not only have to feed, clothe, and house his family, but will also need to provide guidance to his children for the development of acceptable patterns of ethical, moral, and spiritual behavior.
>
> In short, society will expect the same standards of child rearing and care from the slow learner that it expects from all other people. This will mean that in some cases the slow learner must provide his family with a higher standard of child care than was provided for him. Society's demands and expectations for the slow learner places a tremendous burden on the school's homemaking program. Frequently the school will be entrusted with the responsibility of upgrading vital child care skills of slow learners so that the children of slow learners will be adequately equipped to take their places in society.

In order to insure that slow learners will master the principles of adequate child care, the school program must specifically identify areas of child care in which it is anticipated that the slow learner will have difficulty. These areas will include knowing how to take care of children; understanding some of the emotional and physical needs of young children; understanding some of the responsibility that is associated with parenthood; and knowing how and where to go to obtain medical advice and help."[3]

III. Suggested Sub Units

Babysitting

Feeding Children

Clothing for Children

Safety with Children

Play Activities

Child Development

Pregnancy

Children's Illnesses

Teaching Values to Children

IV. General Objectives

A. Knowledge and understanding of

1. Importance of good child care
2. Proper medical attention for children
3. Responsibilities of parenthood
4. Effects of attitudes and care upon the developing child
5. Good prenatal care

B. Knowledge and ability in relation to

1. Child care procedures

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[3] The Slow Learning Program in the Elementary and Secondary Schools, Curriculum Bulletin No. 119, Cincinnati Public Schools, 1964.

        - a. Feeding
        - b. Clothing
        - c. Protection from accidents
        - d. Protection from illness
        - e. Advice and care during illness
        - f. Love and affection
        - g. Planned play activities
        - h. Provisions for adequate rest and sleep
    - 2. Baby sitting responsibilities
        - a. Usual and expected routines
        - b. Emergency procedures
        - c. Parental expectations and regulations
        - d. Physical condition of child
        - e. Ways to entertain
- C. Attitudes
    - 1. An appreciation of the value and importance of good child care.
    - 2. An appreciation of the necessity of proper prenatal care.

V. Activities

- A. Initiatory
    - 1. View films on child development and child care
    - 2. Make a tote bag for baby-sitting items
    - 3. Make booklets on Home Safety Procedures With Children
    - 4. Make booklets on Tips For Baby Sitters
    - 5. Arrange for baby-sitting opportunities for class members
- B. Assimilating
    - 1. Field Trips
        - a. Local nursery school with planned program

    b. Children's ward of hospital

2. Speakers
    a. Representative of Poison Control Center
    b. Preschool teacher
3. Bulletin Boards
    a. Safety with small children
    b. Tips for baby sitting
    c. Baby's bath (see illustrated suggestions at end of Section V)
    d. Things children should be taught
    e. Stages of human growth
4. Demonstrations
    a. How to place an emergency phone call
    b. Games and activities for small children
    c. Care of the new baby
    d. Care of the sick child
    e. Making simple toys
    f. Handling emergency and problem situations with children
5. Dramatizations
    a. Socio-dramas using situation of baby-sitting, visit to doctor for prenatal care, and discussion of child development problems.
    b. Telephone practice in contacting sources of help with children; clinics, social service agencies, and Planned Parenthood organizations
    c. Reading stories to children
    d. Songs to entertain children

C. Culminating Activity

1. Organize a baby sitter's club to meet and exchange ideas. Advertise for sitting positions.

SAMPLE LESSON #1

Topic: Baby Sitting

Objective: To learn responsibilities involved in baby-sitting and to acquire good habits in child care.

Making a tote bag to carry items on baby-sitting jobs could be an introductory project. Together with a record of how the bag was made, the useful items which might be included could be recorded. The girls might suggest most of these, but if not they could discuss them and decide if they felt there was need of them. They might have other suggestions also.

Flashlight for emergencies
Pad and pencil for messages
Homework, if any
Small toys and books to entertain children
Beauty items
Hair curlers
Food, if one must eat and does not have permission for snacks
Sewing kit for small personal clothing repairs

They would understand that not all items would be necessary the same evening but planning ahead would help them be prepared.

Books and Pamphlets

Free and inexpensive materials for baby-sitting lessons are available from several sources. A partial list follows.

When Teen-Agers Take Care of Children, by Ivor Kraft, is listed as the Official Guide for Baby Sitters. This guide is a joint effort by the Children's Bureau and the Division of Accident Prevention, Public Health Service, Department of Health, Education and Welfare, listed as: Children's Bureau Publication No. 409-1964, or Public Health Service Publication No. 1179, 25 cents. From: Superintendent of Documents, Government Printing Office, Washington, D. C., 20402.

Also available in library edition from Macrae Smith Company, Philadelphia Pa., 1965. $2.95.

This small book covers the areas related to baby-sitting quite thoroughly and practically. The reading level is too advanced for most educable retardates although the content is of importance to them. This book may well be used as a guide for such instruction to retarded students. Baby-sitting within their own homes and as a potential vocation indicates the important need for this type of coverage.

Kraft seems to assume nothing in pointing up safety rules, obligations, children's needs, and children's behavior. These are covered from the most elemental points, which adds to the value as a supplemental lesson planning instrument for the educable mentally retarded student.

You're in Charge   Free From: School and College Division, National Safety Council, 425 N. Michigan, Chicago, Illinois, 60611. (Ask for film listing also)

Sitting Safely   Free   Gerber Products, Fremont, Michigan

Your Child's Safety--Something Really to Worry About   Free -Distributed by Nationwide Insurance.

This is written for the parent, but could be studied and discussed as if the girls were the parent concerned. Humorous at times; so would be enjoyable read-aloud material. An excellent booklet to reinforce the safety aspect of child care.

Just for Teens--Two Guidebooks in One.
Sitting-Beauty Educational Department, Kimberly Clark Corporation, Neenah, Wisconsin.

Because of rather unusual features this would be recommended as a booklet which would appeal to teenagers. One half is devoted to Beauty Care and half to Baby Sitting. Folds into compact size.

Who Are You? Bradfield, Joan and Roger. Whitman Publishing Co., Racine, Wisconsin, 1966.

Fun and nonsense rhymes to encourage the young listener to think about himself and his world; to search for the person he is--and take pleasure in his discoveries.

What Do Mothers Do? Knoche, Norma R. and Mary Voell Jones. Whitman Publishing Co., Racine, Wisconsin, 1966.

To the very small child this is an ideal animal picture book. Mother animals teach baby animals safety, saving, sharing, and many other activities in the large illustrations on each page. The slightly older child will quickly note the accompanying smaller illustration of mother and child sharing the same activity.

SAMPLE LESSON #2

Topic: Use of Baby Layette

Objective: To learn cost and use of baby layette items.

The accompanying Baby's Layette (list also included in materials for duplication) could serve as an excellent example of the cost of preparing for a baby. Or if it is possible for the arithmetic teacher to use the list as material for classwork, girls could do this work there. The discussion could be held in the Homemaking Class.

Quality purchasing could be a part of this lesson. Buying correct sizes and proper laundering methods would round out a successful lesson or lessons.

Also emphasize the point that all of the items listed, especially in the gift list, are not essential items. Many times a common household article could be used in place of the listed item. For example: a pan rather than a bottle warmer, a large purse for a diaper bag, etc.

Having a sample layette in the classroom will provide material for practice in bathing, diapering, measuring for food or medicine, reading a thermometer, keeping a crib clean and safe, and preparing a formula. Clothing care should emphasize thorough washing and rinsing for cleanliness and skin protection.

Little Babies but Big List

Baby's Layette

Bedtime

6 fitted crib sheets
4 waterproof sheets
4-6 waterproof pads
2-3 crib blankets
Blanket sleeper
Comforter or quilt
Blanket clips

Feeding Time

8-12 eight oz. nursers
2-4 four oz. nursers
Extra nipples, caps
Disposable nurser kit

Sterilizer kit or separate formula utensils
Bottle and nipple brush
Highchair or feeding table
Hot plate
Bottle warmer
2-3 bibs

Basic Wardrobe

- 4-6 shirts
- 3-4 gowns
- 2-4 kimonos, sacques or sacque sets
- 3-4 stretch coveralls
- 1-2 sleeping bags
- 4-6 receiving blankets
- 4-6 dozen diapers (if no diaper service
- 2-3 dozen diapers (if using diaper service)
- Diaper pins
- Sweater or shawl
- 4 waterproof panties
- Bootees and bootee sox
- Bunting

Other Baby Needs - Gifts

- Creepers
- Topper sets
- Dress and slip
- Coat and bonnet
- Sweater sets
- Diaper liners
- Disposable diapers
- Pram robe
- Crib shoes-socks
- Toys - rattles
- Baby care book
- Brush and comb
- Diaper bag
- Diaper service
- Nursery lamp
- Crib gym or mobile
- Rectal thermometer
- Baby record book
- Birth announcements
- Baby scissors
- Baby hangers
- Scale and pad
- Screen
- Training seat
- Car bed or seat
- Wall pin-ups

Bath Time

- Bath table or tub
- 3-4 wash cloths
- 3-4 towels
- An apron-type towel
- Soap, lotion, oil, cream, powder
- Sterile cotton and swabs
- Baby shampoo
- Bathing cream or liquid
- Nursery jar set
- Bath thermometer

presentation.

5. Baby and Child Care Materials from:

Iowa State University
Cooperative Extension Service
Ames, Iowa 50010

HE 48 Money in Our Children's Hands

HE 52 Make Convalescing Fun

HE 53 Preschooler's Eating Habits--Fun or Fuss

HE 56 Development and Behavior from Birth to 5 Years

HE 59 Good Ways to Guide Your Child's Behavior

HE 62 Make Toys at Home

Numbers 52, 53, and 62 Leaflets are notebook size. Single copies free.

Health for Happiness, Whaley, R. F., Austin, Texas: Steck-Vaughn Co., 1966. Grades 4-5.

6. Not written for Homemaking classes but has much material which should be part of personal care and general understanding in child care.

Experience Unit, Family and Home, Advanced Level, Special Educational Curriculum Development Center, University of Iowa, Iowa City, 1967.

7. Lessons #15 and #16.

Toys to Sew, Davis, Charlotte L. and Jessie Robinson, J. B. Lippincott, Co., 1961.

8. Grades 3-7. $3.00.

Simple Toy Making, Jackson, Sheila. Watson-Guptill Publications, 2160 Patterson Street, Cincinnati, Ohio, 45214, 1967.

9. $1.95.

Making Soft Toys, Lockwood, Gillian. Watson Guptill Publications, Cincinnati, Ohio, 1967.

10. $1.95

Making Mobiles, Moorey, Anne and Christopher. Watson Guptill Publications, Cincinnati, Ohio, 1967

11. $1.95

For the Nursery

Bassinet or carrying basket

Crib and mattress

Crib bumper

Hamper

Diaper pail

Chest of drawers

Portable baby seat

Play pen and pad

Night light

Room thermometer

ADDITIONAL RESOURCE MATERIALS

How to Eat a Poem and Other Morsels, Agree, Rose H. (selected by) Pantheon Books. Random House, Inc., N. Y., 1967.

1. A just-for-fun poem book. See "The Toaster" or "Mouths" and of course the poem from which the title was chosen.

The Developing Child, Brisbane, Holly E. and Dr. Audrey Palm Ricker. Charles T. Bennett Co., Peoria, 1965.

2. No one who likes children could resist the photographs. A child care unit and worthwhile discussion could be stimulated by use of the photographs alone.

Modern Encyclopedia of Baby and Child Care, Miller, Benj. F. (Dr.) Editor-in-Chief. Golden Press, N. Y., 1966. Foreward by Wm. H. Stewart, M.D., Surgeon General, U.S. Public Health.

3. Five volume set. Written especially for reference use by young parents, but would be excellent as a Home Economics reference set. Contains many photographs.

Family Nursing and Child Care, Riehl, Luise, Peoria, Illinois: Charles A. Bennett Co., 1966.

4. For use with retarded students, the nursing section of this text seems too technical and advanced for use. However, the sixty pages concerning child care and descriptive factors of behavior which are within the realm of potential for the retardate. The material will need to be adapted by the instructor but may serve as a guide for coverage and

FILMS

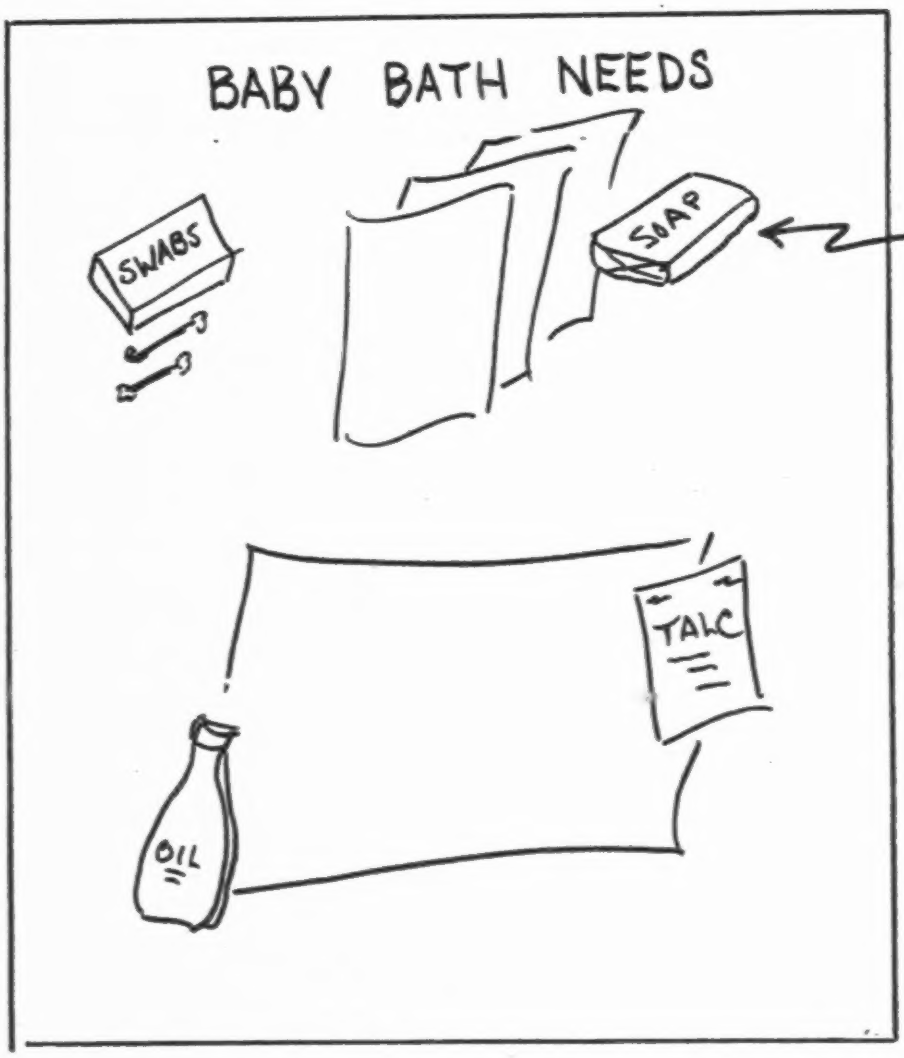
1. Play in the Snow, U-2074....................$1.65........Encyclopedia Brittanica Films
2. Poison in the House, U-5378.................$3.00........Association Films, Inc.
3. Preface to a Life, U-3246...................$6.00........United World Films
4. Puppets, UK-3944............................$6.00........University of Iowa
5. Story Telling: Can You Tell it in Order? &-3717.........$1.65....... Coronet Production
6. You're in Charge (baby-sitting), U4380......$1.65........National Safety Council

CHILD CARE

BULLETIN BOARD SUGGESTIONS

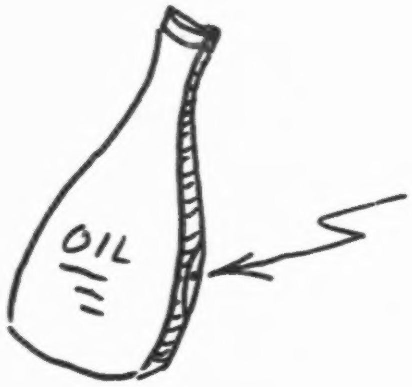
* BABY'S BATH *

Whenever possible use the actual objects, their containers, or labels.


BABY BATH NEEDS
SWABS
SOAP
TALC
OIL

Empty re-folded soap wrappers look realistic.

Lightweight things are easiest to mount. Use thumbtacks, rings of tape, or bulletin board gum.



Empty plastic bottles can be notched on the sides near the back and tacked up.

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ADDITIONAL GENERAL RESOURCES

One of the best sources for inspiration, ideas, and resource materials is the Home Economist in the County Extension Office. Materials used in 4H and adult homemaking groups are interesting and practical. Girls who are unable to belong to 4H clubs miss many worthwhile experiences. Teachers who have consulted with the County Home Economist have received many aids an have expressed their gratitude for the cooperation they have received. In this way many more girls have a chance to have some of the same materials and benefits.

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Materials, in Consumer Education, Management, Housing and Home Furnishings, Child Development and Human Relations, Clothing and Nutrition Education in quantity are available through the State Extension Services. For price list, write to:

Iowa State University
Cooperative Extension Service
Ames, Iowa 50010

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Useful Price Lists for Federal Government Publications:

#11 Home Economics
#31 Education
#71 Children's Bureau
#86 Consumer Information

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

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State and Federal Projects such as:

Alabama Home Economics Pilot Project, Cooperative Extension Service, Auburn, Alabama, and Federal Extension Service, USDA, cooperating. Auburn University, Auburn, Alabama
(Sample materials used in this production)

Teacher Evaluation

Identify lesson and specify activity.

Lesson No.: ______________ Lesson Title: ____________________________

____

Check:

Content: Very appropriate __ Somewhat appropriate __ Not appropriate ___

Suggestions for teacher: Very helpful ___ Somewhat helpful ___ Not helpful ___

Resources: Very helpful ___ Somewhat helpful ___ Not helpful ___

Evaluative Statement:

Suggestions for Revision:

Teacher Evaluation

Identify lesson and specify activity.

Lesson No.: ______________ Lesson Title: ____________________________

____

Check:

Content:	Very appropriate __	Somewhat appropriate __	Not appropriate ___
Suggestions for teacher:	Very helpful ___	Somewhat helpful ___	Not helpful ____
Resources:	Very helpful ___	Somewhat helpful ___	Not helpful ____

Evaluative Statement:

Suggestions for Revision:

Teacher Evaluation

Identify lesson and specify activity.

Lesson No.: ______________ Lesson Title: ____________________________

____

Check:

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Suggestions for Revision:

Teacher Evaluation

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____

Check:

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Check:

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____

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